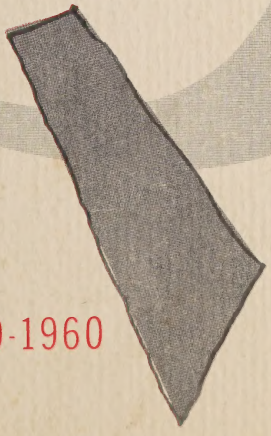
QUEENS COLLEGE

BULLETIN



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CATALOGUE

WITH

ANNOUNCEMENTS

1959-1960

SESSION

QUEENS COLLEGE

CHARLOTTE,

NORTH

CAROLINA

Visits to the Campus

Visitors to the campus of Queens College are welcomed. They can be better served during their visits if appointments are made in advance, but that is not essential.

Offices of the college are open Monday through Friday from 9:00 a.m. to 4:30 p.m. Appointments for other hours may be arranged.

The telephone number is EDison 4-2881.

Address Correspondence

For information concerning:

Procedure for Admission
Requirements for Admission
Scholarships
Financial Aid
Transcripts
Educational Program

To
THE OFFICE OF ADMISSIONS

Accounts
Methods of Payment
Other Financial Matters

To
THE BUSINESS OFFICE

Rooms in Residence Halls
Student Life

To
THE OFFICE OF DEAN OF STUDENTS

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College Calendar for 1959-1960

1959

SUMMER SESSION

June 8-13	Monday through Saturday	Registration for summer session
June 15	Monday	Classes begin
July 24	Friday	Close of six-week summer session
August 7	Friday	Close of eight-week summer session

REGULAR SESSION

September 10	Thursday	Residence halls open to freshmen and transfers
September 11	Friday	Orientation program begins
September 15	Tuesday	Registration 8:30 a.m. to 12:30 p.m.—Freshmen and transfers 1:30 p.m. to 4:30 p.m.—Upperclassmen
September 16	Wednesday	Classes begin
November 25	Wednesday	4:15 p.m. Thanksgiving recess begins
November 30	Monday	8:30 a.m. Thanksgiving recess ends
December 18	Friday	4:15 p.m. Christmas recess begins

1960

January 4	Monday	8:30 a.m. Christmas recess ends
January 23	Saturday	End of first semester
January 26	Tuesday	Registration for second semester
January 27	Wednesday	Classes begin
April 12	Tuesday	4:15 p.m. Spring recess begins
April 20	Wednesday	8:30 a.m. Spring recess ends
May 27	Friday	End of second semester
May 29	Sunday	Baccalaureate Service
May 30	Monday	Commencement Convocation

In Brief . . .

Queens is a four-year liberal arts college for women. It is affiliated with the Presbyterian Church in the United States through the synods of North Carolina and South Carolina. It was founded in 1857.

STANDING The college is accredited by the Southern Association of Colleges and Secondary Schools and is approved by the American Association of University Women. It is a member of the American Association of Colleges, the American Council on Education, the National Commission on Accrediting, the College Entrance Examination Board, and the National Association of Schools of Music.

LOCATION The Queens campus is in the Myers Park residential section of Charlotte. The city is the largest in the two Carolinas and is the center of a metropolitan area with a population of 1,700,000. The community affords a quality and range of cultural organizations and activities and of business institutions which are important adjuncts to the educational facilities of the college. Among these are lectures, exhibits at the Mint Museum of Art, Little Theatre plays, and programs offered by the Community Concert Association, the Opera Association, Charlotte Symphony Orchestra, Charlotte Chamber Music Society, and the Oratorio Singers. Other attractions are offered at the city coliseum and auditorium.

SIZE The average enrollment of Queens is 500 students. In its counseling program, in its curriculum, in its methods of teaching, in its attention to the personal development of students, and in its social life the college attempts to do well those things which only a small college can do.

PROGRAM Queens offers the bachelor of arts, bachelor of science, and bachelor of music degrees. At the end of the sophomore year students select an area of major emphasis from the fields of art, Bible, biology, chemistry, economics, English, French, history, mathematics, music, psychology, religion, sociology, Spanish, home economics, laboratory technology, and nursing. Students desiring to teach can qualify for an elementary or secondary certificate. Secretarial training can be obtained through elective courses. A program of academic counseling is provided under which each student is assigned to a faculty advisor. With the advice and help of this counselor the student selects courses which will best meet her needs for a basic liberal education, chooses proper sequences in a major field, and pursues her special interests and abilities.

TEACHING The Group Tutorial is the name chosen to designate a method and a set of teaching principles which are in process of development at Queens and seem peculiarly fitted to the needs and the opportunities of the small college. The basic idea is that teaching is not something that is *done for* the student nor something *done to* the student. Effective teaching is the guidance of the process of learning. The chief responsibility rests on the student. Stress is placed on individual endeavor; the student is guided to do creative work. It is assumed that standards of self-evaluation are more important than the grading process.

STUDENTS The most important qualities of any student body are intangible. They are reflected in attitudes, characteristic behavior, and in those things which are spontaneously expected, approved, or disapproved. These are the qualities that determine what happens to a student who lives for four years as a member of the group. These qualities become tangible in student self-government, the honor system, and social events.

Queens prides itself on its student body's diversity in church affiliation, in family income, in geographical distribution, and in academic ability and interests. Two-thirds of the students live on the campus; the others have their homes in or near Charlotte. Those living on the campus come from 17 different states and several foreign countries.

With an active emphasis on the academic life in a vital, informed Christian context, Queens students also have a well-balanced social life. There are national sororities, dances and other social events, intramural activities, and a healthy co-educational social life made possible by joint planning with Davidson College which is located 20 miles from Charlotte.

FACULTY The principal emphases in the selection of the faculty are competence in scholarship, outstanding teaching ability, and the kind of personality and character which makes an important difference in the educational result.

STUDENT SELECTION All applicants are required to take the Scholastic Aptitude Test of the College Entrance Examination Board. Each application is reviewed by the Committee on Admissions; and attention is given to the high school record, test results, and personal recommendations and evaluations of character, personality, and ability. The aim of the college is to select those students who can profit by its program. It is anxious to maintain a well-balanced group covering the normal range of ability.

COST The general fee for resident students for board, room, tuition, and health service is $1,450, for non-resident students, $490. These fees cover all costs except personal expenses, books, special fees, and the student activity fee.

FINANCIAL AID A unique plan for financing the cost of college education is provided in the Queens-Union Banking for College Program. This plan may be considered by the parents of students who are sophomores and juniors in high school.

Endowed scholarships provide assistance ranging from $100 to $900 per year. Academic ability and financial need are the factors determining the recipients of these awards.

Loan funds are available for students under generous terms of repayment and interest rates.

PLACEMENT There is a placement office to serve the graduates of Queens. Those students who do not marry immediately after graduation find no difficulty in obtaining positions as teachers, chemists, social workers, secretaries, etc. The liberal arts curriculum and the program for personal growth and development produce graduates with the kind of education now being sought by discriminating employers.

Aims of Queens College

Queens is a small, Christian liberal arts college for women. The aims of the college can be stated as the attempt to put important meaning into each of the terms used to characterize the institution.

The central purpose is to see that the graduates of Queens College are liberally educated persons. This liberal education means the kind of disciplined mind that has acquired skills in thinking. It means open-minded seeking for fact, judgment as to truth or falsity, and judgment of value on the basis of evidence. It means acquaintance with the basic fields of knowledge in terms of initial studies in each of the fields. These studies should provide an understanding of vocabularies and methods requisite for further study. It means a developed capacity to respond with interest and some understanding to a wide range of personal, social, esthetic, and religious values. This kind of liberal education cannot be obtained through attention to subject matter alone; consequently, there is more than an emphasis upon the liberal arts. Liberal education results from a quality and a combination of subject matter, faculty, teaching, students, and the composite life of the college community. It is the aim of the college to be selective as to the quality of each of these elements and so to combine them as to secure liberal education in each of its graduates.

The college is healthily Christian. The attitudes and religious loyalties of the students and faculty are important. Christian emphasis manifests itself in the acceptance of responsibility, a sense of vocation, consideration of others, and loyalty to the church. The emphasis is on the substance of Christian growth. It is not on an impoverishing regulation of behavior or the intemperate parading of religious claims and expressions.

Queens is a small college by intent. As such, it aims to accomplish some of those things which can be done only in a small college. Its aim is that each student shall be known by name, face, and personality by all other students and by members of the faculty. The concern for the individuality of each student shall be manifest in a difference as to method and quality of teaching and in the personal and social development of the student.

As a woman's college, Queens endeavors to meet the educational needs that are peculiar to women. Among these needs are economic independence, responsibilities in the family, moral and religious responsibilities, and responsibilities in the community and in political life.

In addition Queens aims to provide an environment of student life that will contribute to the educational purposes of the college and to the growth and happiness of each student. Such an environment includes elements of social life and patterns of student self-government. It also includes the kind of attitudes that prevail on campus. If these aims are accomplished, the most important result of a college education will come from the experience of living for four years as a member of the student body of Queens College.

Notes on History

The year 1857 is used as the founding date of the college for the reason that the history of the institution is continuous from that date to the present, though its origins are much earlier. During the past 100 years the college has carried four names. From 1857 to 1891 it was known as the Charlotte Female Institute located on North College Street at East Ninth. From 1891 to 1896 it was known as the Seminary for Girls. This was during the administration of Miss Lily Long. In 1896 the institution was affiliated with the Presbyterian Church in the United States and from that date to 1912 was known as the Presbyterian College for Women.

The change of name in 1912 to Queens College, when plans were made to move the college to the present location, was actually the resumption of the name that has belonged to the institution since 1771. With a gap of about nine years the history is continuous from 1771 to date. In that year the colonists in this region applied for a charter for Queens College. Due to the theories of church government centered in the assembly and representative government derived from the Calvin-Knox and Scotch-Irish traditions, the crown doubted the political wisdom of granting a charter to an institution that would perpetuate these ideals; so, the charter was refused. The name of the proposed college was changed to Queens Museum, and under that odd title the institution was chartered in 1773. It continued under that name until 1777 when in the midst of the war there was no great affection for the crown and the name was changed to Liberty Hall Academy. Beginning in 1784 and continuing for 35 years the history is sketchy, but in 1821 the institution was incorporated as the Male and Female Academy Corporation. This corporation operated the Liberty Male Academy and the Charlotte Female Academy.

The location of the Queens College-Queens Museum-Liberty Hall succession of institutions was on South Tryon and Third Streets. Embedded in the sidewalk on the southeast corner of that intersection there is a bronze marker commemorating this first location of the college. In 1821 the institution was moved to 913 South Tryon Street. Then in 1857 it was moved to the North College Street location. In 1914 the college was moved to the present location in the Myers Park residential section.

Chicora College was merged into Queens in 1930. This institution had a long history of distinguished service as a woman's college of the Presbyterian Church in South Carolina. Among its alumnae are those who were graduated while the college was located in Greenville and a larger number who lived on the Columbia campus.

The changing courses of study, faculties, students, names, boards of trustees, and affiliated church bodies have contributed to the central purpose of Christian higher education for women which is the heart of the Queens tradition.

Presidents of Queens College

1857-1872—Robert Burwell
1872-1875—Robert Hett Chapman
1875-1878—Stephen Taylor Martin
1878-1891—William Robert Atkinson
1891-1899—Lily W. Long
1899-1911—James R. Bridges
1911-1916—John Livy Caldwell
1916-1917—James R. Bridges, Acting
1917-1918—Henry Clay Evans
1918-1921—William Anderson, Acting
1921-1939—William Henry Frazer
1939-1950—Hunter Bryson Blakely
1950-1951—McAlister Carson, Acting
1951-1953—Charlton Coney Jernigan
1953-1954—Herschel Hill Everett, Acting
1954- —Edwin Ruthven Walker

Admission To The College

Queens desires to select for its student body those applicants who seem particularly fitted for college work and for the type of programs this college offers. Each application is reviewed by the Admissions Committee. The committee will consider:

Quality of college preparatory work
Standing on tests
Recommendations of the secondary school principal or director and faculty
Student's objectives
Student's character and personality

PREPARATION FOR ENTRANCE

Students considering Queens as the college of their choice are encouraged to communicate with the college early in their secondary school years. There are admissions counselors who will visit the student, write her in detail, and send descriptive literature to help her plan her secondary school program for admission to college. They will also discuss careers and vocations and will help her in choosing the college best suited to her needs and interests.

The student should write to the Office of Admissions stating her interest in Queens or her request for descriptive literature.

Applicants for admission are expected to have a secondary school diploma representing 16 units of study acceptable for admission, distributed as follows:

Units	English 4	History 2	Laboratory Science 1 or 2	Algebra 1 or 2	Geometry 1	Language 2 of 1	Electives 4

With the exception of four units in English, the above is not a rigid pattern but suggests a desirable distribution. All applicants are required to take the Scholastic Aptitude Test of the College Entrance Examination Board. To strengthen further the evidence of intellectual ability, the college may request the student to take certain other aptitude or achievement tests.

ENTRANCE PROCEDURES

1. Request the form, *Application for Admission,* from the Office of Admissions or from one of the admissions counselors.
2. Follow carefully the instructions given at the beginning of this form. The application cannot be processed without a photograph and the $10.00 application fee to cover partially the cost of processing. For those applying for admission in September, 1960, this application fee will be $20.00.

3. Take the Scholastic Aptitude Test and request that the results be sent to Queens College.

4. The college will send the candidate an honor pledge and a medical report form and will write for a transcript of secondary school credits and for recommendations.

5. The honor pledge must be returned immediately. The health blank should be returned after the applicant has been notified of acceptance and no later than June 15. No student will be permitted to register until she has submitted the health blank properly completed (including evidence that she has received all the immunizations indicated).

6. A conference at the college or with an admissions counselor should be arranged if possible.

7. After the Admissions Committee has received secondary school grades, Scholastic Aptitude Test scores, honor blank, and recommendations, it will act immediately upon the application. The student should understand that a delay in receiving a final decision may be caused by time required to obtain records, recommendations, and scores on the Scholastic Aptitude Test.

8. The Admissions Committee will accept or reject the application. Acceptance for admission is made with the reservation that the applicant maintain a satisfactory standard of academic work through the completion of the school year. The committee will send a supplementary form to the secondary school to obtain final grades.

9. The applicant is urged to report to the college promptly any intention to withdraw her application, any change of address, or transfer to another secondary school.

10. After the student has been accepted, detailed information will be sent during the summer prior to entrance concerning rooms, the orientation program, date to arrive on the campus, etc. The student will also receive material from her upper-class student advisor. Attendance at the orientation program is required of all new students and transfers.

TRANSFERS FROM OTHER COLLEGES

Applicants must have a good scholastic record in the college from which they wish to transfer and must present transcripts of all college work done, units of credit earned in secondary school, and a statement of honorable dismissal from the colleges attended. Credit will be transferred on those courses on which the student has made a grade of C or higher. A maximum of 66 semester hours from a junior college will be accepted.

The procedure for applying is the same as that outlined above for new students.

PART-TIME STUDENTS

The college admits a limited number of non-resident students who are graduates of secondary schools but who wish to carry less than the minimum normal load of 12 semester hours. They may be degree candidates or may not. The applicant should write the Office of Admissions for information concerning fees and methods of applying.

Expenses and Fees

The general fee for a regular full time student for both semesters of the scholastic year is:

Resident Students	$1,450.00
Non-Resident Students	490.00

For resident students the general fee includes tuition, and board and room; and for the non-resident students, tuition. In addition, a student will be assessed special fees as stated in the course descriptions and the student activity fee of $25.00.

The cost of books will vary with courses taken, but the average expense is about $40.00. The expenses outside of the college vary according to the individual student. Such additional costs are travel, incidentals, amusement, and clothing. If a student wishes to become a member of a sorority, either social or honorary, there are additional costs for initiation and special assessments.

The Board of Trustees reserves the right to make necessary adjustments in fees at any time.

SCHEDULE OF PAYMENTS: RESIDENT STUDENTS

NEW STUDENTS: Within 30 days following acceptance RETURNING STUDENTS: On or before June 15	Not refundable	$ 100.00

(No discount or scholarship award may be applied against the above payment.)

On entrance in September	450.00
On November 10	300.00
On January 10	300.00
On March 10	300.00
	$1,450.00

SCHEDULE OF PAYMENTS: NON-RESIDENT STUDENTS

NEW STUDENTS: Within 30 days following acceptance RETURNING STUDENTS: On or before June 15	Not refundable	$ 35.00

(No discount or scholarship award may be applied against the above payment.)

On entrance in September	185.00
On November 10	90.00
On January 10	90.00
On March 10	90.00
	$ 490.00

APPLICATION FEE

An application fee of $10.00 is required of all new students. It is not refundable. For those applying for admission in September, 1960, this application fee will be $20.00.

FEES FOR PART-TIME STUDENTS

A student registered for 11 semester hours or less (including an activity hour as the equivalent of one semester hour) will be assessed the following fees:

Registration and library fee (payable once each year) $20.00

Tuition, per semester hour (exclusive of applied music) ... 18.00

Applied music fees ..... Non-college rate

Part-time students registered for more than six semester hours will pay the student activity fee of $25.00 per year.

Such expenses as other special fees will be charged according to the schedule applying to all students.

SPECIAL FEES

APPLIED MUSIC FOR FULL-TIME COLLEGE STUDENTS:

One half-hour lesson each week throughout the year in piano, organ, strings, or voice ..... $ 75.00

Two half-hour lessons each week throughout the year in piano, organ, strings, or voice 125.00

One half-hour lesson in one course and one half-hour lesson in another course each week throughout the year 125.00

Two half-hour lessons each week in one course and one half-hour lesson each week in another course throughout the year 175.00

Two half-hour lessons each week in one course and two half-hour lessons each week in another course throughout the year 200.00

Use of practice studio (including piano) for scheduled daily practice throughout the year 10.00

Use of a school instrument (violin, viola, flute, etc.) for practice throughout the year, activity hour participants excepted 10.00

Use of organs for scheduled daily practice throughout the year 20.00

APPLIED MUSIC FOR PART-TIME COLLEGE AND NON-COLLEGE STUDENTS:

One half-hour lesson each week throughout the year in piano, organ, strings, or voice $100.00

Two half-hour lessons each week throughout the year in piano, organ, strings, or voice 180.00

One half-hour lesson in one course and one half-hour lesson in another course each week throughout the year 180.00

Use of practice studio (including piano) for scheduled daily practice, per semester 10.00

Use of a school instrument (violin, viola, flute, etc.) for practice, per semester 10.00

Use of organs for scheduled daily practice, per semester 20.00

Education 442, 444

For 45 hours of practice teaching 30.00
For 60 hours of practice teaching 40.00

Home Economics 336

Resident students 15.00

Non-resident students 55.00

Home Economics 420. Board for non-resident students for six weeks in the Home Management House 90.00

Diploma fee, including diploma and rental of cap, gown, and hood 12.00

Late registration fee 5.00

Transcript fee (for each one after first one) 1.00

Tuition, per semester hour in excess of 17 semester hours not including applied music and activity hours 18.00

In lieu of a contingent fee, the college reserves the right to assess a student for any unnecessary damage to property.

REGULATIONS REGARDING PAYMENT OF FEES

Payment for less than half a semester will not be accepted. Should a student withdraw for any reason, the charges for that half of the semester during which she withdraws are due and payable.

A student will not be permitted to attend classes or to take a final examination until satisfactory arrangements have been made to meet all financial obligations.

A diploma, certificate, or transcript of record will not be granted until the student's account is paid in full. Where a note is proffered, it is accepted with the understanding that the account is not considered settled until the note is paid.

All requests for deferred payment must be made in advance to the treasurer.

Upon signing the application for admission, the parent or guardian (or the applicant if not a dependent) accepts as binding and contractual all fees and regulations set forth in the catalogue.

All payments must be made directly to the treasurer. Checks should be made payable to Queens College.

Communications concerning all business transactions should be addressed to the treasurer.

OTHER INFORMATION CONCERNING EXPENSES

Bookstore

At least $40.00 should be provided upon entrance for the purchase of necessary books and supplies which may be purchased at the College Bookstore. Regulation gymnasium clothes are purchased through the College Bookstore.

Student Bank

A student bank is operated by the business office for the convenience of students. The college urges that the students use the college banking facilities. The student bank is open Monday through Friday from 10:00 a.m. to 12:00 noon and from 2:00 p.m. to 4:00 p.m.

Infirmary

Although no medical fee is charged, the college maintains an infirmary where three graduate nurses are on duty. The college physician holds regular clinics during the week without cost to student and is called at any time if it seems advisable after the student has been admitted to the infirmary. His fee for special visits and consultations outside of clinic hours and the cost of special medicines are paid by the student. If the physician recommends removal to a hospital, all expenses are paid by the student.

Laundry

Laundry is not included in the above charges. The college offers facilities for handling this item efficiently and economically at the expense of the student.

NOTE: The college exercises every precaution to protect the property of students but will not be responsible for any loss which may occur.

Scholarships

All scholarships are awarded annually by a faculty committee and are based on both academic merit and financial need. Although funds are not sufficient to assist all students who apply for aid, every effort will be made to assist those students who need financial assistance for their college education.

Believing that the student benefits from helping herself in college rather than depending entirely on others for funds, the college has provided that all awards may carry a stipulation of a small amount of service to the college in return for the assistance given.

Awards will range from $200 to $900 for resident students and from $100 to $300 for non-resident students. Students receiving $100 to $300 will work at the college four hours a week. For awards ranging from $350 to $900, the student will work for one-third of the award up to a maximum of 12 hours per week.

At the time the student applies for admission, or at any time thereafter, she may request an application blank for a scholarship award. Awards are made after the student has been accepted for admission.

ENDOWED SCHOLARSHIPS

The following endowed scholarships have been established by friends of the college:

The Katherine Cramer Angell
The William H. Barnhardt
The Belk Brothers
Mary Henry Belk Memorial
The Elizabeth Blair Memorial
(Altrusa Club, Charlotte)
The Dorothy Brown
The Samuel C. and Wilhelmina C. Byrd
The Martin L. Cannon
The Sally McAlister Carson
Charlotte-Mecklenburg Alumnae
Scholarship
The Pattie Morris Cole
The J. H. Cutter
The Salene Hutchinson Dalton
The Dalton-Hutchinson
The Eloise Butt Dowd
The W. Carey Dowd, Jr.
The R. A. Dunn
The Efird Brothers
The Mr. and Mrs. H. H. Everett
The Frazer Memorial
The Peter S. Gilchrist
The Jane Parks Grey
The Jane Rea Grey
The Lula Jane Grey
The W. M. and Kate Cleveland Hagood
The Minnie Olive Harry Memorial
The C. E. Hutchinson Memorial
The Susan Nye Hutchinson
The J. B. Ivey
The Jernigan Memorial
The C. W. Johnston
The Emma L. Keigwin
The W. S. Lee Memorial
The Lethco Memorial
The Lily Long (Alumnae)
The Joe and Emily Lowe
The W. T. McCoy Memorial
The Emma Gold McPheeters
The Charles E. Neisler Memorial
The Gertrude M. Norman
The Charlotte Observer
The J. M. Oldham
The David Ovens
The Eloise Rankin
The Abbie Tuttle Robinson
The Frank O. Sherrill
The J. Luther Snyder
The Loma Squires
The R. L. Stowe
The W. Z. Stultz
The J. D. Swinson
The Ufford-Northrop

ANNUAL SCHOLARSHIPS

John M. Akers Scholarship

Anonymous Gift

Irwin Belk Scholarship

Board of Christian Education
Richmond, Va.

W. Lester Brooks Scholarship (Anon.)

Business Women's Circle
First Presbyterian Church
Charlotte, N. C.

Carmen A. Carter Scholarship

Charlotte Music Forum for
Piano Teachers, Charlotte, N. C.

Covenant Presbyterian Church
Charlotte, N. C.

Delta Kappa Gamma, Charlotte, N. C.

Mrs. E. O. Finley Scholarship

First Presbyterian Church
Belmont, N. C.

J. B. Glover Scholarship

T. S. Gunn Scholarship

T. P. Hartness Scholarship

Fred J. Hay Scholarship

Men's Club, Trinity Presbyterian Church
Charlotte, N. C.

Myers Park Presbyterian Church
Charlotte, N. C.

National Merit Scholarship
Evanston, Ill.

National Secretaries Association

Charlotte Panhellenic Congress

Piedmont Club Foundation

Presbyterian Hospital Auxiliary
Charlotte, N. C.

Presser Foundation

Quota Club, Charlotte, N. C.

Mills Taylor Scholarship

Philip Van Every Scholarship

Women of the First Presbyterian
Church, Burlington, N. C.

Women of the Church of Mecklenburg
Presbytery, Charlotte, N. C.

Women of the Church
Synod of Alabama

Women of the Church, Synod of S. C.

MINISTERS AND TEACHERS

A reduction of $100 is given in the tuition of students whose fathers are ministers or teachers provided these students carry at least 12 semester hours. Application for this reduction should be made yearly to the business office.

STUDENT EMPLOYMENT

Students will occasionally have opportunity for employment at the college during the school year. Applications for such employment should be addressed to the business manager.

LOAN FUNDS

The following loan funds have been established for the benefit of Queens College students:

The Albert Grady Harris
The Lily Long, U. D. C.
The Mackorell
The Panhellenic
The James T. Porter
The Signers Chapter of D. A. R.

Applications for loans should be addressed to the treasurer of the college.

Banking for College

The experience of both Queens College and the First Union National Bank in Charlotte is that many families have difficulty financing college education for their sons and daughters.

The Queens College general fee of $1450 for board, room, tuition, library, health service, etc. is less than two-thirds of the cost of these services to the college. Even this fee is too high for many parents to pay annually out of income.

Parents, however, want to pay their own way.

To make it possible for the family of average income to pay for a college education of a daughter, the following plan has been developed.

The purpose of the plan is to allow parents of selected students to spread the cost of college education over a longer period and pay for it monthly. Either of two plans may be chosen.

Plan I — $50 Per Month

First year and second year high school girls may apply.
Payments start with the junior year of high school.

After an application has been approved by Queens College and the First Union National Bank, a contract will be made. Under the terms of this contract the parents agree that, beginning 24 months in advance of the registration of their daughter in college, they will deposit $50 each month in the First Union National Bank. These deposits will continue for two years and five months after the year of graduation. The bank will pay the college $1200 each of the four years the student is enrolled in college.

Plan II — $65 Per Month

Third and fourth year high school girls may apply.
Payments start with the senior year of high school.

Under this plan, monthly deposits of $65 will begin one year in advance of registration and will continue one year and five months beyond the year of graduation. The bank will make the same payments as in Plan I.

Applications

Application forms will include an application for credit to the First Union National Bank and an application for provisional admission to Queens College. Contracts will become effective on September 1. Applications should be received not later than May 15 of the year in which the contract is to become effective.

The number of Banking for College contracts that can be approved is limited.

No statement of cause will be made to unsuccessful applicants.

Students participating in this program will, of course, be expected to meet all

normal requirements of the college for academic standing and conduct.

Application blanks may be secured from:

Office of Admissions
Queens College
Charlotte 7, North Carolina

Is the student assured of admission to Queens College?

Usually, yes. The application for provisional admission, which is a part of the procedure for entering the Banking for College program, will provide most of the information required for final admission. It will secure a reservation of a room in a dormitory. It will provide a basis for advice on remaining high school study. In the senior year additional records will be requested at the end of the first semester. If the records are so radically changed as to cause denial of admission, the candidate will be notified by March 15; and all bank deposits may be withdrawn.

Can a member withdraw from this plan?

Yes. Withdrawal can be made in any year that notice of withdrawal is given by March 15. Upon withdrawal, accumulated deposits will be refunded. After the junior year in college, withdrawal will be permitted when satisfactory arrangements have been made with the bank for repayment of the loan.

Can the plan be insured?

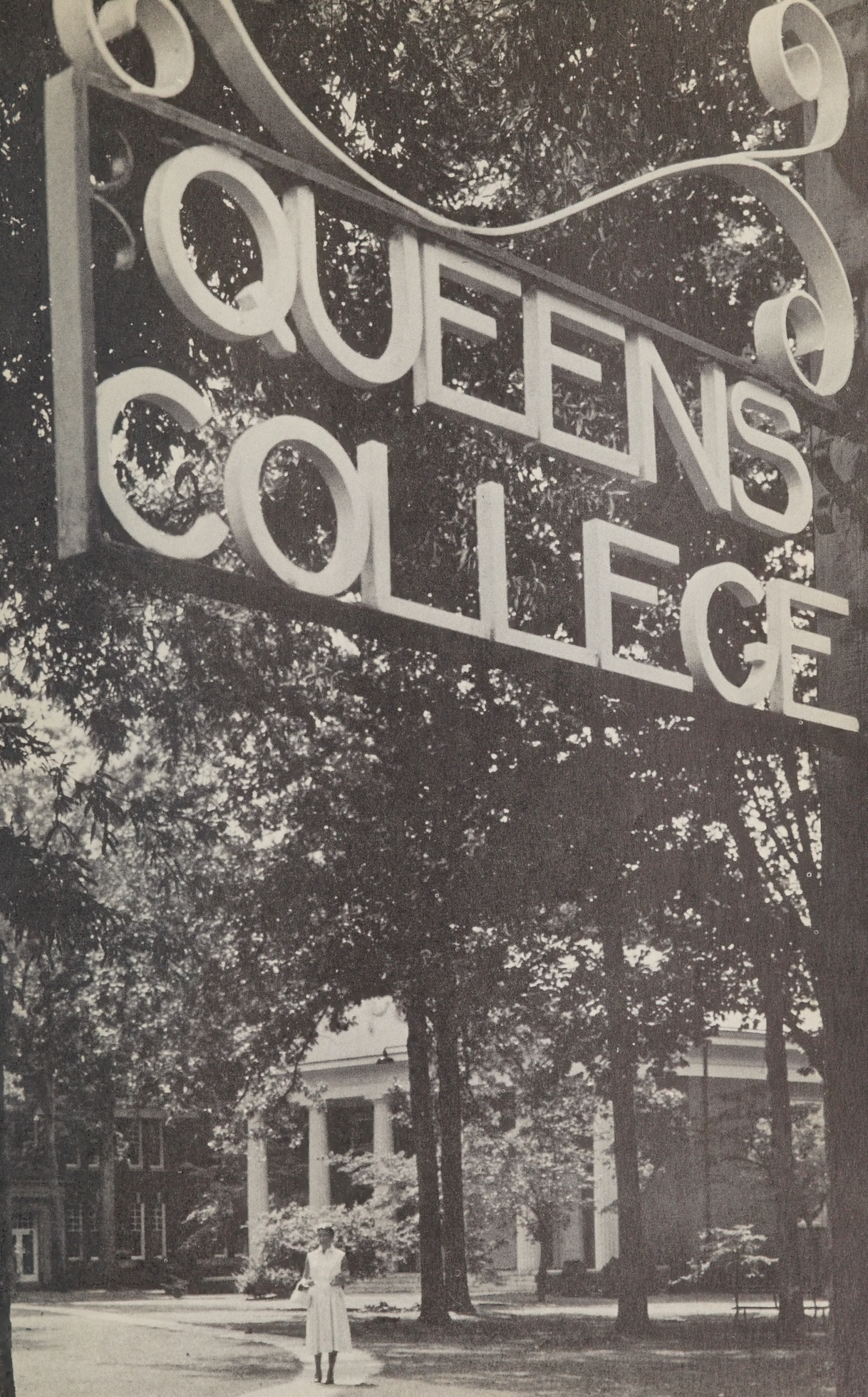
In the event of the death of the maker of a note, life insurance will cover any loan balance outstanding at the time of death.

Does this plan cover all charges of the college?

The bank will pay the college $1200 of the total fee which is $1450. The difference of $250 will be due on July 1 each year before enrollment in September. The only other fees are the student activity fee and certain special fees as shown on pages 17 and 18.

Can the tuition rate be changed?

The general fee of the college will not be raised for participants in this plan during the period of the contract regardless of any changes for other students. If the general fee is decreased during the period of the contract, participants in this plan will receive the benefit of that decrease.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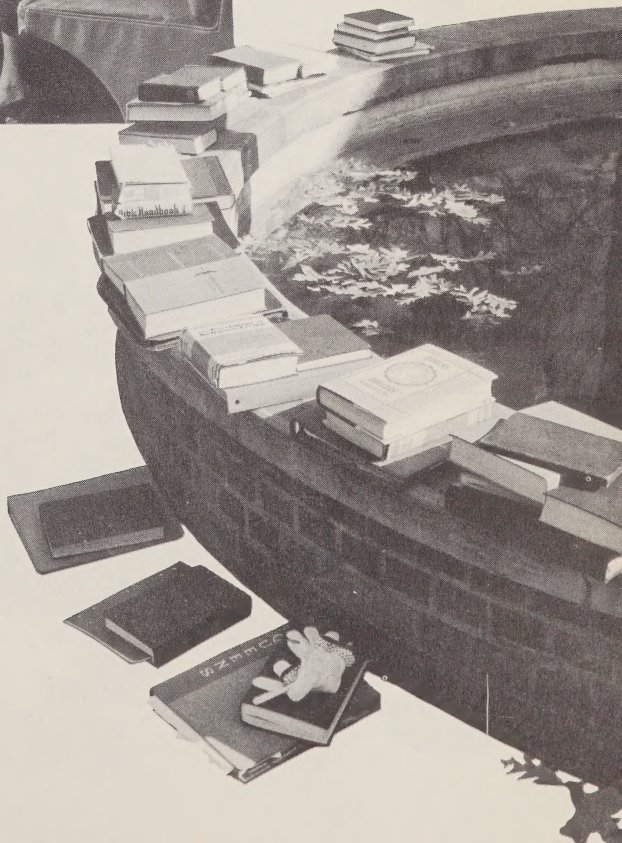
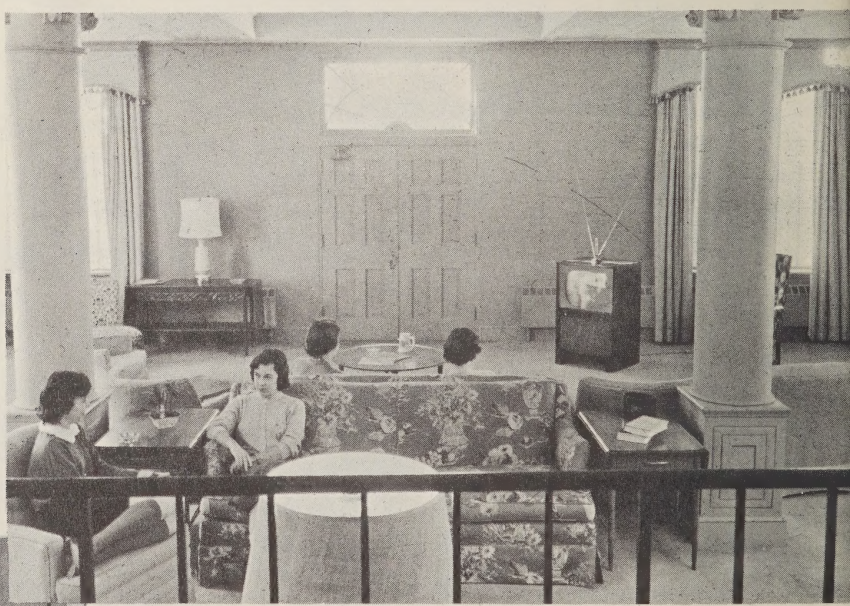
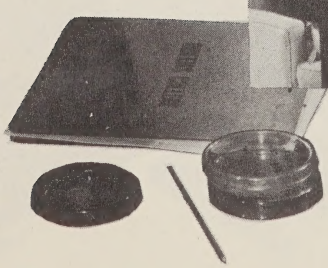
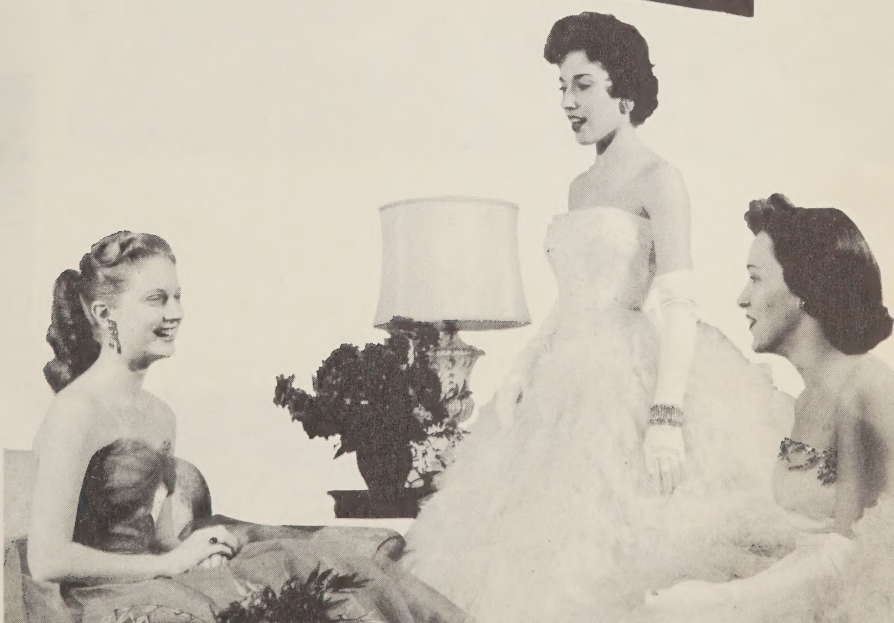
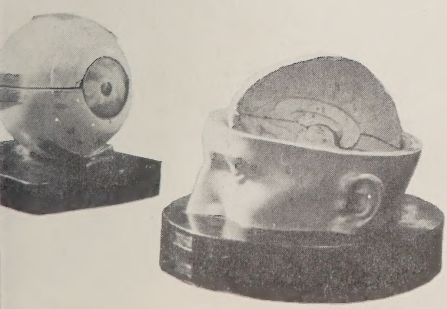


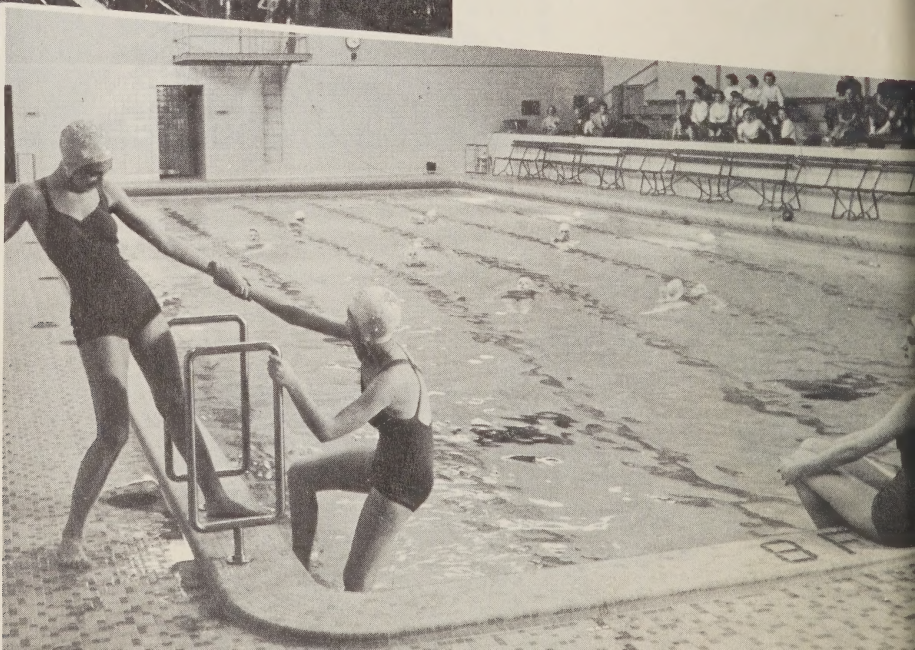


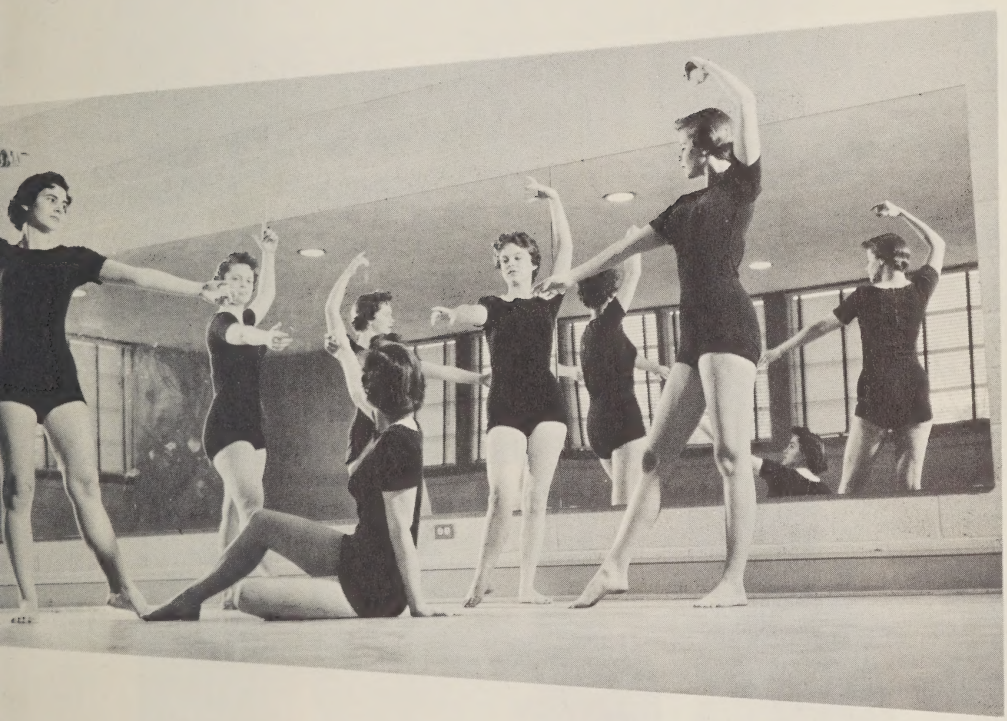


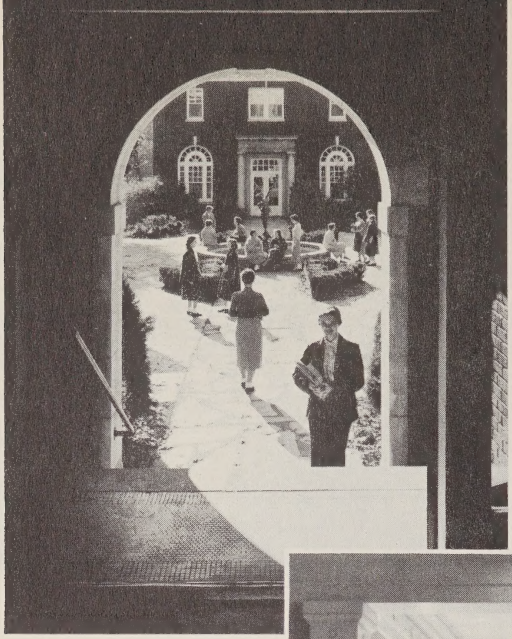




SINGER







Academic Program

The Curriculum

Queens College offers programs leading to three degrees:

The *bachelor of arts* with concentrations in art, Bible, biology, chemistry, comparative literature, economics, English, French, history, home economics, mathematics, music, psychology, religion, sociology or Spanish. Through elective courses the student having one of these concentrations may qualify for elementary or secondary teacher certification or may receive secretarial training.

The *bachelor of science* in nursing or medical laboratory technology.

The *bachelor of music* in applied music (piano, organ, strings or voice), general music education (for teacher certification), or instrumental music education (for teacher certification).

The minimum requirement for graduation is 120 semester hours with 120 quality points and a specified program of activity hours. Even though the college makes every effort to counsel and guide the student in planning a program and selecting courses of study, the student is finally responsible for fulfilling all requirements for a degree. Every candidate for a degree must complete two semesters at Queens College as a regular student. She must also complete the last 30 hours of her academic program at the college.

The educational program which leads to these degrees is composed of four interrelated parts: I. A program of basic requirements; II. A field of concentration; III. A program of elective hours; and IV. A program of activity hours.

I. BASIC REQUIREMENTS

This requirement, totaling 53 semester hours, represents a range of study deemed necessary to provide the breadth of outlook essential in a liberally educated person. The requirement is the same for all students regardless of the degree program being followed — bachelor of arts, bachelor of science, or bachelor of music. Most of these courses will be completed during the first two years as a basis for further study; however, some of them may be continued into the junior and senior years.

Group 1	Semester Hours
English Composition	6
Bible	6
Group 2	
Selected from any of the following fields of study: biology; chemistry; mathematics; physics	11
Group 3	
Selected from at least three of the following fields of study: economics; history and political science; psychology; sociology	12

Group 4

Selected from at least four of the following fields of study: art; foreign language; literature; music; philosophy 18

Total 53

II. FIELD OF CONCENTRATION (Major Program)

Bachelor of Arts

This degree offers concentration in:

Art	History
Bible	Home Economics
Biology	Mathematics
Chemistry	Music
Comparative Literature	Psychology
Economics	Religion
English	Sociology
French	Spanish

By the end of the sophomore year each student will have decided upon a subject-matter field in which she will concentrate through a pattern of advanced courses. The purpose of this concentration is twofold — first, to give the student the opportunity to go far enough into a field to achieve something like a feeling of mastery of it; second, to enable her to get knowledge, skills, and attitudes which may help make her effective in her vocation. It is conceivable that this study may begin prior to the junior year.

In this program no less than 30 semester hours shall constitute a major program and no more than 40 semester hours may be taken in one department. The major program will be planned by the student and her major advisor. Certain specific major requirements are stated under each department heading in the section of the catalogue marked *Courses of Instruction.*

Medical Laboratory Technology

Students wishing to prepare for careers in medical laboratory technology at Queens College may do so in either of two ways:

(1) *Under the bachelor of arts program.* The student may major in chemistry and take the necessary supporting courses in biology or she may major in biology and take the necessary supporting courses in chemistry. Students in this program are advised to take biology and chemistry in their freshman year and two science courses in their sophomore year. In any case, early in their freshman year they should consult with the heads of the departments of chemistry and biology regarding the program.

After securing the bachelor of arts degree the student will need one year's training or apprenticeship in a hospital and under a pathologist approved by the American Society of Clinical Pathologists before she is eligible for certification by the A. S. C. P. Queens College long has cooperated with Charlotte Memorial Hospital, Charlotte, N. C., in this program; it is approved by the A. S. C. P. However, students may apply to any approved hospital of their choice. They must, of course, meet the admission requirements and standards of the institution selected.

(2) *Under the bachelor of science in medical laboratory technology program.* The degree will be granted upon the successful completion of three years of prescribed work at the college and certification in medical laboratory technology from Charlotte Memorial Hospital or another A.S.C.P. accredited hospital approved by the college. The student with her major advisor — the head of either the department of biology or the department of chemistry — will plan the course of study to be taken in residence at the college to fulfill graduation requirements and to meet admission requirements of the hospital. Admission to the hospital school of laboratory technology is achieved by applying to that institution and meeting its standards.

During the three years at the college the student must earn a minimum of 90 semester hours with 90 quality points and six activity hours, with at least 12 of the semester hours of 300 level or higher. Thirty semester hours and 30 quality points will be awarded for successful completion of the work at the hospital, and all of these 30 hours shall be considered of 300-400 level.

Among the courses required under this plan are the following, to be taken in the years indicated:

Freshman Year	S.H.	Sophomore Year	S.H.
Biology 101-102	8	Chemistry 203	4
Chemistry 101-112	8	Biology 306	4
Mathematics 101-102	6	Chemistry 303-304	8

Junior Year	S.H.
Physics 101-102	8
Biology 201	4
or	
Chemistry 403-404	8

NURSING

The degree of bachelor of science will be granted upon the successful completion of two years of prescribed work at the college and graduation from the Presbyterian Hospital School of Nursing, Charlotte, N. C. A minimum of 42 semester hours in courses numbered 300 and above is required. Sixty semester hours and 60 quality points are assigned to the courses carried in the school of nursing; these constitute the field of concentration. Of these 60 semester hours, 30 shall be considered equivalent to 300-400 level courses.

The pattern of residence in this five-year program is one year at the college, three years at the hospital, and the fifth year at the college; or three years at the hospital and the fourth and fifth years at the college. Admission to the Presbyterian Hospital School of Nursing is achieved by applying to that institution and meeting its admission requirements and standards.

BACHELOR OF MUSIC

In the bachelor of music program the field of concentration consists of 67 hours in music under the applied music concentration; under the music education concentration 49 semester hours are in music and 24 are in education. Specific details of these requirements are given in the music department pages of the section marked *Courses of Instruction.*

III. ELECTIVE HOURS

In consultation with her faculty advisor the student chooses elective hours to complete the number of hours required for graduation in addition to the basic requirements and the major program. Electives are available to give her opportunity to explore new fields and to gain further breadth or more depth in non-major areas. They also afford a chance to study in fields which directly support her program of concentration.

The bachelor of science in nursing program leaves only seven elective hours.

The bachelor of science in medical laboratory technology allows six or 10 hours of free electives.

The bachelor of music program leaves no free electives; however, the two programs leading to teacher certification specify 21 hours of particular courses in the education department and three in the psychology department.

Teacher Certificates

Training for the teacher certificate, either at the *elementary* or the *secondary* school level, may be secured with the bachelor of arts degree. Teacher certification is also possible under the bachelor of music program. The program of elective hours should be so planned with the faculty advisor that it will include the required hours in education, practice teaching, psychology, and other subjects specified by the state in which the student plans to teach.

Students desiring to teach in a state other than North Carolina or South Carolina must obtain a copy of the requirements of that state and plan their programs carefully to meet these requirements.

Secretarial Training

The secretarial training program is designed especially for women in view of the increasing variety of opportunities. The basic skill subjects of typing and shorthand are combined with an academic major to provide the preparation needed for entering into positions requiring office skills. As electives toward a degree in any academic major program, the student may take 12 semester hours in secretarial practice courses beyond beginning typing (which does not carry credit toward a degree). In addition, she may elect such courses in accounting and economics as she thinks would be of help to her in the business world. The program of electives for secretarial training may be taken during the first two years or spread throughout the four years. The selection of courses should be considered carefully by the student with the faculty advisor for secretarial training in order that the program may be directed toward the type of employment which is of interest to the student.

IV. ACTIVITY HOURS

This program is designed to develop appreciation, creativity, skills and capacity for self-expression through sports, music, drama, writing, plastic arts, gardening, and sewing.

Each regular four-year student for the bachelor of arts and bachelor of music degrees will be required to complete with a rating of satisfactory eight activity hours. An activity hour is defined as an average per week of two clock hours of participation in the activity for one semester. It carries no grade other than satisfactory or unsatisfactory.

The requirements in the various areas are as follows:

AREA 1—3 hours

Understanding Sports—1 hour
Swimming—1 hour
Golf or Tennis—1 hour
Dancing
Recreational Sports
Horseback Riding

AREA 2—2 hours

Queens Players
Student Publications
Chorus
Madrigal Group
Choir
Instrumental Ensemble
Piano Class
String Class

AREA 3—2 hours

Ceramics I
Ceramics II (prerequisite: Ceramics I)
Photography I
Photography II (prerequisite: Photography I)
Gardening
Sewing
Creative Crafts

One additional hour selected from any of the above areas.

Students in the bachelor of science in nursing program must earn four activity hours at the college (any four of their choosing). Those in the bachelor of science in medical laboratory technology must complete six activity hours, distributed as follows: Three (Understanding Sports, Swimming, and Golf or Tennis) in Area 1; one or two in Area 2; and one or two in Area 3.

The requirements for the several degrees may be summarized as follows:

Degree Program	I Basic Requirements	II Field of Concentration	III Electives	IV Activity Hours	College courses numbered 300 and above
Bachelor of Arts	53	30-40	27-37	8	42
Bachelor of Science Nursing	53	60 (hospital work)	7	4	12*
Medical Laboratory Tech.	53	39-43 plus 30 (hospital work)	6-10	6	12*
Bachelor of Music	53	67-73	0	8	42

*In addition to hospital work considered to be of advanced level.

Standards, Regulations, and Procedures

THE HONOR SYSTEM

Before admission to Queens College each student promises to uphold the Honor System of Student Government. The Honor System is one of the most cherished institutions of the college, and its regulations in all phases of college life are based on three fundamental principles:

1. That each student be truthful at all times.
2. That each student respect the property of others.
3. That each student be entirely honest on tests, examinations, term papers, and all other pledged work as designated by teachers.

Any infraction of the regulations may be investigated by the Honor Council. If the student is found guilty, the council may recommend that she be excluded or suspended from the student body.

ORIENTATION

During the four days preceding fall registration there is an orientation program at which attendance is required of all new students. This program is designed to acquaint the student with college life in its academic and social phases as well as with the whole community in which she will live for four years. She will meet her faculty advisor, her roommate, and her upperclass student advisor. She will visit points of interest in Charlotte and will have opportunity to worship in a church which may become her "campus church."

A series of tests is given for the purpose of better advising the student in her academic program. One day is devoted to conferences with faculty advisors who plan the freshman program. The student will remain with this faculty advisor through her first two years and will find in the carefully selected faculty member a friend who will hold frequent conferences to assist and to guide throughout the years.

A parents' orientation program is held the evening of the day new students arrive and the following morning. Its function is to help parents and faculty to meet and together to discuss the purposes of college education.

REGISTRATION

Students are expected to register for course work on the day specified for each semester. Registration after the appointed day subjects the student to a fee of $5.00. No registrations are permitted after the second Saturday following the beginning of classes.

Changes in registration are permitted prior to the second Saturday following the first day of class meetings. Any change after this day is considered a *withdrawal.*

SEMESTER LOAD

A normal load for a regular student is 15 semester hours. The dean of the college may allow a load of as little as 12 hours. Any student who wishes to take more than 17 hours of academic credit must get the permission of the dean of the college. (Academic hours do not include activity hours.)

WITHDRAWAL FROM A COURSE

A student must obtain permission from the dean of the college to discontinue a course. A student discontinuing a course after the period in which changes in registration are permitted will receive a semester mark of WF or WP for the course. If permission is not obtained, the course will be graded F.

WITHDRAWAL FROM THE COLLEGE

A student who wishes to withdraw from the college before the end of the semester must notify the dean of the college in order to maintain a record in good standing. The grades of a student who withdraws are recorded WP if the work has been passing up to the date of withdrawal. Such a mark does not affect quality points already earned. If the work has not been passing, a mark of WF is recorded and one quality point is deducted for each semester hour. If permission is not obtained, all grades are recorded as F.

The college reserves the right to require at any time the withdrawal of a student whose conduct or academic work is not considered satisfactory.

AUDITING COURSES

A regular student who is carrying a minimum load of 15 hours of academic work for credit and who has a B average may, with the consent of the dean of the college and at the request of the instructor, audit a course. An auditor is expected to attend classes regularly.

GRADING AND QUALITY POINT SYSTEM

Graduation requirements are based upon both quality and quantity of work. The following system of grading is used:

A—exceptional	3 quality points per semester hour
B—good	2 quality points per semester hour
C—average	1 quality point per semester hour
D—poor	0 quality points per semester hour
F—failing	minus 1 quality point per semester hour

The following symbols are used when a student does not receive a final semester grade:

WF—withdrew failing	minus 1 quality point per semester hour
WP—withdrew passing	no effect on quality points

E—conditional failure given at the discretion of the instructor. This mark may be changed to D or F after a re-examination. Only one re-examination is allowed in any course.

I—incomplete work. When this work is completed, the student may receive any grade from A to F.

A grade of E or I automatically becomes F if the student fails to take or pass a re-examination or fails to make up incomplete work satisfactorily; a grade of E or I for the first semester must be removed by the second week of the following March; a grade of E or I for the second semester must be removed by the end of the first week of regular classes the following September.

CLASSIFICATION

Students who are following a degree program and are carrying the required semester load have class standing determined by minimum levels of achievement, as follows:

	Semester Hours	*Quality Points*
Sophomores	24	18
Juniors	54	48
Seniors	90	84

Part-time students are those who are non-resident and are carrying less than 12 semester hours.

ELIGIBILITY TO CONTINUE

To remain in college a student must pass 18 semester hours of work during a session with a quality point average as follows:

.5 to return the second year

.8 to return the third year

.9 to return the fourth year

A quality point average is computed as follows: One semester hour with a grade of A would earn 3 quality points, or a regular 3 semester hour course with a grade of A would earn 9 quality points. A 3 semester hour course with a B grade would earn 6 quality points, and a 3 semester hour course with a C grade would earn 3 quality points. To obtain the quality point average for a semester or for a year, add the quality points earned and divide by the total semester hours carried. For example, a normal semester load is 15 semester hours or 5 courses. If the student receives B in each course, she would earn 6 quality points for each course or a total of 30 quality points. Thirty quality points divided by 15 semester hours equals 2.0 quality point average for a semester.

REPORTS

A report of grades is sent to parents or guardians at the end of each semester. No grades except semester grades are permanently recorded; however, additional reports are issued at mid-semester indicating special difficulties in course work.

PROBATION

A student who does not maintain a satisfactory scholastic standing may be placed on academic probation. Probationary status may also be given for misconduct or violation of the social standards of the college. A student on probation may be asked to withdraw at any time if she again fails to meet the scholastic or social standards of the college.

ATTENDANCE

Students are expected to attend classes regularly. A student who is absent more than three times in a course shall be reported by her instructor to the dean of the college for his discretionary action. All freshmen are on required attendance until mid-semester. Upperclassmen who do not achieve at least a 1.0 quality point average are on required attendance for the first half of the following semester. A student who receives D or F on a course at mid-semester is on

required attendance in that course for the remainder of the semester. A student who receives D or F in more than one course at mid-semester is on required attendance for all classes for the remainder of the semester. Absences are recorded from the first day the class meets. The faculty regulations for class attendance appear in more detail in the *Student Handbook.*

It is the responsibility of the instructor of each activity hour to determine when a student's absences become excessive and, therefore, render her work unsatisfactory.

All students are expected to attend chapel on Tuesday and Friday. All students are expected to attend assembly on Wednesday; freshman also attend Monday and Thursday assemblies. Each student shall be allowed a maximum of seven chapel or assembly absences each semester.

All candidates for degrees are required to be present for commencement.

SUMMER SCHOOL WORK

Students who wish to take courses in accredited summer schools and to receive credit for them towards graduation must first secure the approval of the dean of the college, both as to the courses to be taken and as to the institution to be attended. In no case will credit be allowed beyond that given by the institution conducting the summer school.

ELIGIBILITY TO REPRESENT THE COLLEGE

Students who maintain a quality point average of 1.0 or more the preceding semester are on the current list of eligibility to represent the college in off campus extracurricular activities and to hold campus offices during the current semester. Eligibility is also dependent on chapel and assembly attendance. Students on probation are not eligible to represent the college.

HANDBOOK

Each student is expected to know and observe the faculty, administrative, and student government regulations which are found in detail in the *Student Handbook.*

Honors and Awards

Graduation Honors

Graduation honors based on the academic average are *summa cum laude,* requiring a minimum average of 2.85; *magna cum laude,* requiring a minimum average of 2.65; and *cum laude,* requiring a minimum average of 2.50. The average is based on the comprehensive academic record of the student, including the last semester of the senior year. To be eligible, the student must have completed the last four semesters' work at Queens College.

Honors Program

In the Honors Program the student follows an individual program of reading and research in her major field and stands final written and oral examinations. The program is under the general direction of the Committee on Honors and Group Tutorial. To be eligible, the student must have a comprehensive academic average of 2.0 and must have completed at Queens College at least four semesters' work or two full semesters in the junior year. Application for the Honors Program must be made to the committee near the end of the semester immediately preceding the semester in which the Honors Program is started.

Dean's List

Students achieving unusually high scholarship are named on this list. They must carry at least 15 semester hours and achieve not less than three A's and two B's in academic subjects. Seniors who are doing practice teaching and carrying only 12 semester hours must have three A's and one B in academic subjects.

Commencement Marshals

The marshals are selected on the basis of scholastic averages. The chief marshal is the junior with the highest average; and the other six marshals are the next two juniors, sophomores, and freshmen maintaining highest averages in their respective classes. Marshals serve at all formal academic occasions.

Washington Semester

Through a cooperative arrangement with The American University, honor students are selected to spend a semester in Washington, D. C., for a study of American National Government in Action. The study is carried out through a seminar on Government in Action, an individual research project, and regular courses at The American University. Application should be made to the major professor or the dean of the college.

Algernon Sydney Sullivan Award

The award is made by the New York Southern Society to perpetuate the memory of its founder, Algernon Sydney Sullivan, whose dominant characteristics were love for and service to men.

"The recipients of the Award shall be chosen by the faculty of the college. In the selection of the recipients, nothing shall be considered except the possession of such characteristics of heart, mind, and conduct as evince a spirit of love for and helpfulness toward other men and women."

Charlotte Panhellenic Award

The Panhellenic Organization of the city of Charlotte has established an award of $50.00 which goes to an outstanding freshman for meritorious scholarship, personality, and community contribution.

Sigma Mu Awards

The local chapter of Sigma Mu, honorary scholastic fraternity, awards annually two prizes of $5.00 each. One prize is for the best piece of creative work (art, literature, or music) submitted by any student; the second is for the best piece of research submitted by any student.

The Queens College Panhellenic Scholarship Cup

The Panhellenic Council has provided a cup which is awarded for a period of a year to the sorority making the highest average in scholarship.

Kappa Delta Science Award

The local chapter of Kappa Delta has established a science award of $10.00 to go to the senior who makes the highest grade in chemistry or biology (first choice) or mathematics (second choice).

Journalistic Awards

The Creative Writing Cup. To give concrete recognition to those who show determined effort at creative writing in connection with the magazine, the student body of the college gives a loving cup.

The Jernigan Journalistic Award. Designed to cover a more comprehensive area of activities than does the Creative Writing Cup, the Jernigan Journalistic Award is given in recognition of outstanding work of any kind to a member of the *Blue Quill* staff.

The Sociology Award

The Theta Gamma Chapter of Chi Omega sorority offers each year an award of $10.00 to the student with the highest average in sociology.

Intersorority Basketball Cup

The Theta Gamma Chapter of Chi Omega sorority offers a silver cup each year to the sorority winning the intersorority basketball tournament.

Recreation Association Awards

Silver loving cups are awarded to the classes which win the interclass volleyball tournament, the interclass stunt competition, and the interclass basketball tournament respectively, and to the student who is considered the best-all-round athlete.

HONORARY ORGANIZATIONS

Alpha Kappa Gamma is a national honorary leadership fraternity for women. This group is composed of students and faculty who possess qualities of leadership,

and the purpose of the organization is to assist in the integration of campus activities.

SIGMA MU is a regional honorary organization composed of faculty and students. Its purpose is to recognize high scholastic attainment of upperclassmen and to encourage independent research.

VALKYRIE is an honorary organization made up of members selected in the spring from the rising sophomore class. Membership in this club, organized on the Queens campus in 1937, is based on outstanding leadership and citizenship exhibited by freshmen. Members usher at college functions.

SIGMA UPSILON is a national honorary literary fraternity, founded in 1906. It was limited formerly to men's colleges but now includes a small number of women's colleges. The Queens College chapter was established in May, 1951. Membership is based primarily upon literary ability and active participation; selection of members is usually made once a year from members of the sophomore, junior, and senior classes and from the faculty.

Courses of Instruction

Courses are listed alphabetically. Courses numbered 100 to 299 are primarily for freshmen and sophomores; those numbered 300 to 499 are primarily for juniors and seniors; freshmen may take no more than six semester hours in 200 level courses; they may take no courses at the 300-400 level. Sophomores may take no more than nine semester hours in courses numbered 300 and above. Courses open to lower classes are also open to upper classes unless stated otherwise. First semester courses are usually given odd numbers and second semester courses are usually given even numbers. A course with hyphenated numbers extends throughout the session and must be completed before credit is allowed unless permission for credit for one semester is obtained from the dean of the college and the instructor.

Semester hours of credit carried by a course are indicated in parentheses after the course title. Unless otherwise indicated, a course carrying three semester hours credit meets three times a week; a course carrying two semester hours credit meets twice a week, etc. When a course is offered in alternate years only, the year in which it will be given is shown.

ART

Assistant Professor Gebhardt; Visiting Professor Moose; Assistant Professor Whyte

CONCENTRATION: Art 101-102, 201-202, 311, 312, and at least 12 semester hours selected from art courses numbered 300 and above, as approved by the major advisor.

100. ART APPRECIATION. (3)

An introduction to the visual arts with the aim of developing an appreciative attitude through a study of the basic aesthetic principles as they apply to the three major visual arts of painting, sculpture, and architecture.

101, 102. ART STRUCTURE. (3, 3)

A study of the basic art forms and space relations to develop an understanding of values, proportion, and perspective through drawing, employing simple tools and media.

Six hours laboratory a week.

201-202. DESIGN. (3-3)

A study of the fundamental principles of design, with problems in pictorial design, pattern design, and advertising.

Six hours laboratory a week.

Prerequisite: Art 101, 102.

301. COMPOSITION. (3)

Comprehensive course on creative organization of line, shape, color, space, and texture in painting and integration of form and content with emphasis on space composition, using figure and still life as subject matter.

Six hours laboratory a week.

302. PAINTING. (3)

A course in fundamentals using figure, landscape, and still life as subject matter.
Six hours laboratory a week.

305. DECORATIVE DESIGN. (3)

A study of design as an applied art with problems in unit and repeat patterns for textiles, ceramics, wall papers, etc.
Six hours laboratory a week.

306. INTERIOR DESIGN. (3)

A study of the principles of design as related to interiors, with problems in architectural drafting of plans, elevations, and perspectives as well as renderings in color.
Six hours laboratory a week.

311. ANCIENT AND MEDIEVAL ART. (3)

A study of architecture, sculpture, and painting from prehistoric times to the Renaissance.
1959-1960

312. RENAISSANCE ART TO THE PRESENT TIME. (3)

A study of architecture, sculpture, and painting from the early Renaissance to the art schools of modern Europe and America.
1959-1960

313. CERAMICS. (3)

A basic course in the use of clay for the making of pottery and scupture by various techniques.
Six hours laboratory a week. Open to all students.

314. SCULPTURE. (3)

The creation of sculpture by means of various techniques and materials.
Six hours laboratory a week.

400. THE HISTORY OF PAINTING SINCE 1850. (3)

A study of the various schools of painting from 1850 to the present day.
Not restricted to art majors.

401-402. ADVANCED PAINTING. (3-3)

The human figure, landscape, and still life are used for study and pictorial statements with emphasis on the student's personal expression.
Six hours laboratory a week.

421. COMMERCIAL DESIGN. (3)

Fundamental principles of art as applied to art in commerce with problems in packaging, displaying, and advertising.
Six hours laboratory a week.
Prerequisite: Art 201-202.
1960-1961

422. COSTUME DESIGN. (3)

A study of the principles of design as related to dress, with practice in drawing from the model, designing costumes, and drawing for advertisements.

Six hours laboratory a week.

1960-1961

450. PROBLEMS IN ART. (3)

Students who have displayed unusual talent and scholarship may take advanced work in some specialized phase of art.

Education 312 may be credited as art.

BIBLE AND RELIGION

Professor Currie; Associate Professor Taylor; Associate Professor Tarlton

CONCENTRATIONS:

In Bible: 101, 102, 211, 212, 311, 312, 411, 412, and six semester hours from among the following: departmental offerings numbered 300 and above, and/or philosophy.

In Religion (two majors are offered):

Major 1. 101, 102, 331, 332, 431, 432, 434, six to 12 semester hours in departmental offerings numbered 300 and above; and not more than six semester hours from among the following: Music 315, 316, 317, Speech 321, and philosophy.

Major 2. 321, 322, 341, 342, 421, 422, six semester hours in philosophy; and six semester hours from among the following: departmental offerings numbered 300 and above, Sociology 313, and Comparative Literature 304.

NOTE: Students desiring to qualify for certification by the Presbyterian Church in the United States as Associates in Christian Education will find it possible by the judicious choice of electives to meet the academic requirements for such recognition in conjunction with any one of the concentrations listed above. They should confer with members of the department in planning a program leading to certification.

101. THE PENTATEUCH. (3)

Readings in Genesis through Joshua, tracing the formation of the national story of Israel, its idea of a covenant, and its patterns of formal worship.

102. THE SYNOPTIC GOSPELS. (3)

A study of the accounts in Mark, Luke, and Matthew of Jesus' ministry.

211. PROPHETIC RELIGION. (3)

A study of Jeremiah and selected minor prophets.

212. THE EARLY CHRISTIAN MOVEMENT. (3)

Studies in Acts and the Fourth Gospel.

311. THE RISE AND FALL OF THE HEBREW KINGDOMS. (3)

Readings in Judges, Samuel, and Kings.

1959-1960

312. Devotional and Wisdom Literature of Israel. (3)

Readings in Psalms, Proverbs, Ecclesiastes, and Job.
1959-1960

321. A Survey of the Old Testament. (3)

A general introduction to the books of the Old Testament.
1959-1960

322. A Survey of the New Testament. (3)

A general introduction to the books of the New Testament.
1959-1960

331. The Teaching Work of the Church. (3)

An introductory study of the history, nature, and practice of Christian education with particular reference to an adequate program for the local church.

332. Principles of Religious Growth. (3)

A study of the fundamental bases of Christian character and a consideration of the principles and methods of guiding children and youth in Christian growth in church and home.

341. Early Church History. (3)

A study of Christian life and thought to 1500 A.D.

342. Modern Church History. (3)

A study of Christian life and thought since 1500 A.D.

411. The Writings of Paul. (3)

A study of Paul's thought against the background of first century Hellenism and Judaism.
1960-1961

412. Early Christian Thought.

Readings in Hebrews, the Revelation, the catholic and pastoral epistles as sources for a study of early Christian religious instruction, ethos, and social orientation. Supplementary readings in the Apostolic Fathers.
1960-1961

421. Living World Religions. (3)

An introduction to the major faiths of mankind.
1960-1961

422. The Christian Faith. (3)

A study of the rationale of Christian faith and a survey of selected secular alternatives.
1960-1961

431. Christian Education in Theory and Practice. (3)

A study of the historical background of Christian education, of the philosophy behind the modern Christian education movement, and the principles that guide this program in the church today. Supervised experience in selected local churches is required.
Prerequisite: Bible and Religion 331, 332.

432. CHRISTIAN WORSHIP. (3)

A study of the nature, meaning, and function of worship, and a consideration of such materials of worship as music, scripture, prayer, and art.

434. FIELD WORK IN CHRISTIAN EDUCATION. (1)

A program of supervised participation in local church schools. Meetings once a week with the instructor throughout the semester.

Prerequisite: Bible and Religion 431.

BIOLOGY

Professor Fehon; Professor Nooe

CONCENTRATION: Biology 101-102, 201, 204, 410, and 15 semester hours from biology courses numbered 300 and above, as approved by the major advisor. Majors are advised to take Chemistry 303-304. Biology 101-102 is prerequisite to all other courses in the department.

101-102. GENERAL BIOLOGY. (4-4)

An introductory course in the fundamentals of botany and zoology.

Three hours lecture, three hours laboratory a week.

201. INVERTEBRATE ZOOLOGY. (4)

A study of the anatomy, physiology, and systematics of the invertebrates.

Three hours lecture, three hours laboratory a week.

204. GENERAL BOTANY. (4)

A study of the fundamentals of plant anatomy, physiology, development, and classification.

Three hours lecture, three hours laboratory a week.

301. VERTEBRATE EMBRYOLOGY. (4)

A study of the development of vertebrates with emphasis on experimental work in this field.

Two hours lecture, six hours laboratory a week.

302. COMPARATIVE ANATOMY OF THE VERTEBRATES. (4)

A comparative study of the structure of the various vertebrate classes.

Two hours lecture, six hours laboratory a week.

306. BACTERIOLOGY. (4)

A study of the structure, physiology, and economic importance of bacteria with emphasis on laboratory techniques commonly employed.

Three hours lecture, three hours laboratory a week.

Prerequisite: Permission of the instructor.

308. ORNITHOLOGY. (4)

An introduction to the biology of birds.

Three hours lecture, three hours laboratory or field work a week.

Prerequisite: Permission of the instructor.

310. MARINE BIOLOGY. (4)

A survey of marine science with emphasis on ecology and identification of marine organisms of the Carolina Coast.

Four weeks, summer session only, on the Carolina Coast.

401. GENERAL PHYSIOLOGY. (3)

A study of the basic protoplasmic processes.

Two hours lecture, three hours laboratory a week.

Prerequisite: Chemistry 303-304.

402. GENETICS. (3)

Principles of heredity and variation in plants and animals.

404. BIO-ECOLOGY. (4)

The relationship of organisms to their environment with emphasis on community structure and organization.

Three hours lecture, three hours laboratory or field work a week.

410. HISTORY OF BIOLOGY. (3)

A study of the history of biology with emphasis on current trends of thought.

Prerequisite: Permission of the instructor.

450. SPECIAL PROBLEMS IN BIOLOGY. (3)

Open to advanced students by permission of the instructor.

CHEMISTRY

Professor McEwen; Associate Professor Lewis

CONCENTRATION: Chemistry 101, 112, 203, 204, 303-304, 401-402, and 403-404. Chemistry 405 may be substituted for Chemistry 401-402, or 403-404 by students in the teacher training program. Chemistry 401-402 may be waived for students who have at least 16 semester hours of biology.

101. GENERAL CHEMISTRY. (4)

A study of the more important non-metals with emphasis on the fundamental principles of chemistry.

Three hours lecture, three hours laboratory a week.

NOTE: In order to receive credit for Chemistry 101 it must be followed by Chemistry 102 or by Chemistry 112. Students planning to follow Chemistry 101 by Chemistry 112 should be in Section I of Chemistry 101 in order to avoid second semester schedule difficulties.

102. GENERAL CHEMISTRY. (4)

A continuation of Chemistry 101 designed as a terminal course in chemistry. A part of this course is devoted to an elementary study of the compounds of carbon.

Three hours lecture, three hours laboratory a week.

112. QUALITATIVE ANALYSIS. (4)

Identification of certain metallic and non-metallic ions and a study of the principles underlying their separation and identification.

Three hours lecture, four hours laboratory a week.

203, 204. QUANTITATIVE ANALYSIS. (4, 4)

Two hours lecture, six hours laboratory a week.
Prerequisite: Chemistry 101, 112.

303-304. ORGANIC CHEMISTRY. (4-4)

A systematic study of the important classes of compounds of the aliphatic and aromatic series.

Three hours lecture, three hours laboratory a week.
Prerequisite: Chemistry 101, 112.

401-402. PHYSICAL CHEMISTRY. (4-4)

A study of the principles of elementary physical chemistry.
Three hours lecture, three hours laboratory a week.
Prerequisites: Chemistry 101, 112, 203, 204, 303-304, Mathematics 101, 102, 201, 202, Physics 101-102. Corequisite: Mathematics 301.

403-404. BIOCHEMISTRY. (4-4)

The chemistry of carbohydrates, lipids, and proteins, studies in digestion, metabolism, enzymes, vitamins, and blood and urine chemistry.

Three hours lecture, three hours laboratory a week.
Prerequisites: Chemistry 101, 112, 203, 303-304.

405. INORGANIC CHEMISTRY. (2)

A review course carrying credit only for seniors who are obtaining a teaching certificate.

COMPARATIVE LITERATURE

Associate Professor Braun; Assistant Professor Hadley

CONCENTRATION: Comparative Literature 201, 202, 401, 402, and 18 semester hours of comparative literature courses numbered 300 and above, as approved by the major advisor. Six of the 18 semester hours may be chosen from English or American literature courses numbered 300 or above.

201, 202. WORLD LITERATURE. (3, 3)

A critical evaluation through reading in translation, lectures, and class discussion of selected masterpieces from the Old Testament to the present.

203. CLASSICAL MYTHOLOGY. (3)

An introduction to the classical myths, their origins and interpretation, and their influence on art and literature.

301. TRAGEDY. (3)

A critical study of tragedy from Aeschylus to the present.

302. COMEDY. (3)

A critical study of comedy from Aristophanes to the present.

303. EPIC. (3)

A critical study of the epic from the *Iliad* to the present.

304. Greek Dramatic Literature. (3)

The origin and growth of the Greek theatre and drama. Reading and discussion of the plays; lectures and discussion on the religious and social ideas of the fifth century B.C.

305. Literature of The Renaissance and Baroque Periods. (3)

A study, through reading and discussion, of the relationships of form and idea among some of the great literary works of Italy, England, France, and Spain during the period from about 1350 to 1650.

306. Literature of The Neo-Classic and Pre-Romantic Period. (3)

A study, through reading and discussion, of the relationships of form and idea among neo-classic and eighteenth century pre-romantic writers.

307. Literature of The Romantic Period. (3)

A study of the relationships of form and idea among selected works of German, French, and American writers of the nineteenth century.

308. Modern Continental Fiction. (3)

Reading and discussion of representative writers of the novel and short story from the nineteenth century to the present.

309. Modern Drama. (3)

Reading and discussion of representative European and American plays from the time of Ibsen to the present.

310. Literary Criticism. (3)

Reading from representative critics, from Aristotle to the present. Lectures and discussion on literary types and the search for a critical theory.

401, 402. Seminar in World Literature. (3, 3)

A study of the ideas and philosophies found in the great books of the world. Prerequisite: Senior standing and consent of instructor.

ECONOMICS

Assistant Professor Drewry

Concentration: Economics 101, 203-204, 207, 324, 412, 425, and nine semester hours of other economics courses numbered above 300. Approval may be sought for substitution of Mathematics 306 in partial fulfillment of the above requirements.

101. American Economic Development. (3)

A study of economic developments in North America since 1492.

102. Basic Economics. (3)

An introductory course designed to provide a general survey of the subject for those who take but one course in the field.

203-204. Principles of Economics. (3-3)

A study of the principles governing production and distribution of wealth and income and their implications.

207. INTRODUCTORY ACCOUNTING. (3)

Study of the fundamental principles of accounting and preparation of financial statements.
Five hours a week.

208. INTRODUCTORY ACCOUNTING. (3)

Basic principles of accounting applied to partnerships, corporations, manufacturing and trading enterprises.
Five hours a week.
Prerequisite: Economics 207 or its equivalent.

303, 304. INTERMEDIATE ACCOUNTING. (3, 3)

Accounting procedures with analysis of problems of valuation relating to the financial statements.

305. PERSONAL AND FAMILY ECONOMICS. (3)

A study of management of personal and family occupational and financial affairs.
Open to all students above sophomore level.

306. PUBLIC FINANCE. (3)

A study of federal, state, and local sources of revenue; budgets and expenditures; principles and ends of fiscal policies.
Prerequisite: Economics 203-204.
1960-1961

307. INTERNATIONAL TRADE AND FINANCE. (3)

A study of the theoretical and practical aspects of foreign trade and finance.
1959-1960

324. ECONOMIC PROBLEMS. (3)

An advanced course in principles of economics.
Prerequisite: Economics 203-204.
1960-1961

401. LABOR ECONOMICS. (3)

A study of the evolution of industrial development and labor organization, labor legislation, and labor-management relations; economic effects of collective bargaining.
1960-1961

403. MONEY AND BANKING. (3)

A study of money, credit, and banking; financial organization and operations.
Prerequisite: Economics 203-204.
1960-1961

404. GOVERNMENT AND PRIVATE ENTERPRISE. (3)

An examination of government activities bearing upon consumers, producers, commerce and labor, and related matters of public concern.
1959-1960

412. HISTORY OF ECONOMIC THOUGHT. (3)

A study of the evolution of economic doctrines, relevant circumstances, and significant contributors.
Prerequisite or corequisite: Economics 203-204.
1960-1961

425. ECONOMIC THEORY. (3)

Theory of price and income distribution.

Prerequisites: Economics 203-204, 324.
1959-1960

450. MANAGEMENT DEVELOPMENT. (3)

This course deals with specific current industrial problems in the fields of administration, marketing, production control, finance, personnel, labor relations, etc. Problems are selected from case studies.

Prerequisite: Economics 203-204.
(Offered only in the Evening College.)

EDUCATION

Professor Brown; Associate Professor Black

302. EDUCATIONAL PSYCHOLOGY. (3)

A study of those psychological principles of particular importance in educational practices.

Prerequisite: Psychology 201.

304. HOME ECONOMICS EDUCATION. (3)

The history and development of home economics programs, a study of objectives, content, methods of instruction, and resource materials as applied to secondary schools.

1960-1961

305. CHILDREN'S LITERATURE. (3)

Course activities include: surveying the reading interests of children from two to 14; finding ways of bringing children and good books happily together; learning the uses to which children put their reading.

312. METHODS IN ART EDUCATION. (3)

A study of the creative growth of children, and the development of creative activities in the field of art for elementary school children.

321-322. METHODS FOR PUBLIC SCHOOL MUSIC TEACHERS. (3-3)

The fundamentals of vocal and instrumental instruction in the public schools.

332. PRINCIPLES OF ELEMENTARY EDUCATION. (3)

A course designed for students beginning work in elementary education. Emphasis is placed on purposes, organization, and administration of the elementary school.

341. PHILOSOPHY OF EDUCATION. (3)

A course to assist students in developing and clarifying their philosophy of education. Course activities include the study of patterns of thought concerning educational aims and values, and an analysis of some current issues and problems in American education.

342. Principles of Secondary Education. (3)

A study of principles of secondary education; an analysis of curriculum patterns, school organization, and methods of instruction in terms of principles of secondary education.

407. Methods of Teaching in the Grammar Grades. (6)

A study of aims, methods, and materials of instruction in the grammar grades.

409. Methods of Teaching in the Primary Grades. (6)

Aims, methods, and materials of instruction in the primary grades.

411. Principles, Practices, and Procedures in Health Education for Elementary Grades. (3)

A study of those factors involved in organizing and administering a good health program in the elementary schools.

1960-1961

412. Principles, Practices, and Procedures in Physical Education for the Elementary Grades. (3)

Activities of the course include defining principles of physical education, practice in applying principles to the work of the elementary school teacher, and consideration of the integration of physical education and the entire program of the elementary school.

442. Directed Teaching and Methods in the High School. (6 or 8)

Admission to the course is by recommendation of the supervisor and the major professor. Required in the course are the following: at least 30 clock hours of observation and 45 to 60 clock hours of teaching; one class meeting each week during the period of practice teaching for the study of methods of instruction and resource materials in the major field.

Credit, six semester hours or eight semester hours awarded on basis of 45 or 60 hours of teaching. Additional fee: $30.00 for 45 hours of teaching; $40.00 for 60 hours of teaching.

444. Observation and Practice Teaching in the Elementary Grades. (4 or 6)

Admission by recommendation.

Forty-five or 60 hours of teaching. Additional fee: $30.00 for 45 hours of teaching; $40.00 for 60 hours of teaching.

450. Individual Studies in Education. (3)

A course for experienced classroom teachers interested in intensive study of a professional problem. Programs of study to satisfy individual student's interests and needs are planned by the student with the help of the instructor. Seminars and conferences with the instructor provide the student opportunities to secure professional advice. Persons interested in enrolling in Education 450 are urged to confer with the instructor in person or by letter prior to the beginning of the course so that individual study plans may be formulated. Admission only upon permission of the instructor.

Prerequisite: Classroom teaching experience.

ENGLISH

Professor Monroe; Professor Tillett; Associate Professor Albright; Assistant Professor Miscally; Mrs. Whisnant

CONCENTRATION: English 101-102, 201-202, and at least 18 semester hours from English courses numbered 300 and above (excluding 305 and 306) as approved by the major advisor. Six of the 18 semester hours of advanced work may be chosen from the following Comparative Literature courses: 304, 309, 401, and 402.

101-102. ENGLISH WRITING AND READING. (3-3)

A course designed to help students learn to write clearly, effectively, and convincingly, and to read with comprehension and appreciation.

201-202. MASTERS OF ENGLISH LITERATURE. (3-3)

A study of representative works of the recognized masters of English poetry and prose.

Prerequisite: English 101-102.

301-302. AMERICAN LITERATURE. (3-3)

A study of the beginnings of American literary production as a part of the developing American mind; reading of the major writers to detect American traits and to trace the development of an American literature.

304. CHAUCER. (3)

Selections from *The Canterbury Tales, Troilus and Criseyde,* and the shorter poems, with close attention to the social and historical background of the period.

305. AN INTRODUCTION TO JOURNALISTIC WRITING. (3)

A study of newspaper methods and the techniques of news writing. Practical experience in reporting.

306. NEWS WRITING AND EDITING. (3)

A continuation of English 305, designed to give more extensive training in news writing and to acquaint students with elementary problems of editing and make-up.

Prerequisite: English 305.

307. ADVANCED COMPOSITION. (3)

An intensive study of the principles of writing with special attention to the different types of composition, correct and effective style, and grammar.

308. CREATIVE WRITING. (3)

A study of contemporary writing, its types, methods, and style. Frequent papers are required to give students practice in the composition of fiction, drama, verse, and critical reviews.

401-402. SHAKESPEARE. (3-3)

William Shakespeare's life, times, and dramatic works. The purpose of this course is to read the plays of Shakespeare through the eyes of the Elizabethan audiences for whom they were written.

403, 404. THE ENGLISH NOVEL. (3, 3)

A study of representative English novels from Defoe to the present day.
1959-1960

406. MILTON. (3)

A study of the life, poetry, and selected prose of Milton, considered in relation to his time and to the present day.

412. CONTEMPORARY POETRY. (3)

Extensive reading of British and American verse since 1900 with a study of new movements and leaders.

413. THE EIGHTEENTH CENTURY. (3)

A consideration of the principal works of Swift, Addison, Steele, Pope, Johnson, and Goldsmith.

417, 418. THE NINETEENTH CENTURY. (3, 3)

A study of Romanticism and Victorianism as they are expressed in the works of the major poets of the century. Emphasis is placed on Wordsworth, Coleridge, Scott, Byron, Shelley, and Keats in the first semester, and on Tennyson, Browning, and Arnold in the second semester.
1959-1960

FRENCH

Assistant Professor Richardson

CONCENTRATION: Thirty semester hours, of which at least 18 semester hours are from French courses numbered 300 and above as approved by the major advisor. Admission of a student to any course numbered above 200 must be approved by the head of the department.

101-102. ELEMENTARY FRENCH. (3-3)

Pronunciation, conversation, grammar, reading of simple French texts. For those who have had no French or who may not be prepared to enter French 201-202 or French 221-222.

201-202. INTERMEDIATE FRENCH. (3-3)

Reading of French authors; study of French civilization; review of French grammar and composition; and conversation.

221-222. INTRODUCTION TO FRENCH LITERATURE. (3-3)

Study and discussion of representative French authors.

321. FRENCH CONVERSATION. (3)

Designed for those who wish to improve their oral ability in the language and for those majors who plan to teach French.
1960-1961

322. FRENCH CONVERSATION. (3)

Continuation of French 321 on a more advanced level.

Prerequisite: French 321.

1960-1961

331. FRENCH PROSE OF THE EIGHTEENTH, NINETEENTH, AND TWENTIETH CENTURIES. (3)

A study of the principal prose writers of the period with emphasis on the novel and the short story.

1959-1960

332. FRENCH DRAMA AND POETRY OF THE EIGHTEENTH, NINETEENTH, AND TWENTIETH CENTURIES. (3)

A study of the principal writers of the period with emphasis on the Romantic and Symbolist poets and the drama after 1850.

1959-1960

441, 442. FRENCH LITERATURE OF THE MEDIEVAL PERIOD, THE RENAISSANCE, AND THE SEVENTEETH CENTURY. (3, 3)

A study of the principal authors of the period and the development of the literature of the period.

1960-1961

451. ADVANCED GRAMMAR AND COMPOSITION. (3)

Designed for majors who intend to teach; open to others with sufficient preparation.

1959-1960

452. DIRECTED READINGS IN FRENCH LITERATURE. (3)

The student will do intensive work in one field. Designed for majors; open to others with sufficient preparation.

1959-1960

GEOGRAPHY

Visiting Lecturer Bartlett

301. PRINCIPLES OF GEOGRAPHY. (3)

This course deals with geographic factors that relate human adjustment to natural environment.

302. ECONOMIC AND REGIONAL GEOGRAPHY. (3)

This course is concerned with the distribution of the world's basic resources, their utilization and their influence upon the mode of life of peoples of different regions.

NOTE: When students intended to take courses 301 and 302, they are strongly advised to take 301 first.

GERMAN

Associate Professor Braun

101-102. ELEMENTARY GERMAN. (3-3)

Pronunciation, grammar, reading, translations, and conversation. For those students who have not had German or who may not be sufficiently prepared to enter German 201-202.

Five hours a week throughout the year.

201-202. INTERMEDIATE GERMAN. (3-3)

Reading of German authors; review of grammar; composition.

Prerequisite: German 102 or the equivalent.

301-302. GERMAN LITERATURE. (3-3)

Extensive and intensive reading of representative selections from German literature: drama, poetry, and novel.

Prerequisite: German 202 or the equivalent.

HISTORY

Professor Salley; Professor Preyer

CONCENTRATION: History 101-102, 203, 204, and at least 18 semester hours in history courses numbered 300 and above, or 12 semester hours in history courses and six semester hours in political science courses numbered 300 and above, as approved by the major advisor.

101-102. THE HISTORY OF WESTERN CIVILIZATION. (3-3)

The chief purpose of this course is to provide the students with the historical background for a comprehensive view of their own social order.

203. THE UNITED STATES TO 1865. (3)

The establishment of a nation, the growth of democracy, the development of the economy, expansion, and the sectional controversy.

204. THE UNITED STATES SINCE 1865. (3)

Reconstruction; the nationalizing of business; the end of the frontier; problems of peace, war, and domestic revolution.

301, 302. THE HISTORY OF ENGLAND. (3, 3)

A study of the social, economic, and political growth of the nation with emphasis on the development of parliamentary government, the Empire, and the Commonwealth of Nations.

Prerequisite: History 101-102.

1959-1960

304. HISTORY OF THE FAR EAST. (3)

A study of the civilization of the oriental peoples, the importance of the Far East in the modern world, and the relationships between the oriental nations and the Western World.

Prerequisite: History 101-102.

1959-1960

305. ANCIENT HISTORY. (3)

The growth of civilization in the ancient Near East, Greece, and Rome.
Prerequisite: History 101-102.
1960-1961

306. MEDIEVAL HISTORY. (3)

The political confusion after the destruction of the Roman Empire, feudalism, the church, the onslaught of Islam, and social and economic institutions to the Renaissance.
Prerequisite: History 101-102 or 305.
1960-1961

307. LATIN AMERICAN HISTORY. (3)

A study of the historical background of Latin American institutions with emphasis upon twentieth century developments.
Prerequisite: History 101-102.
1960-1961

317. MODERN RUSSIA. (3)

The background to Czarist Russia, the emergence of Russia as a world power, the Revolution, and the expansion of Communism.
Prerequisite: History 101-102.
1959-1960

403. EUROPE SINCE THE FIRST WORLD WAR. (3)

The Treaty of Versailles, Europe in revolution, the Second World War and its aftermath.
Prerequisite: History 101-102.
1960-1961

404. THE DIPLOMATIC HISTORY OF THE UNITED STATES. (3)

A study of the principles, motivations, and conflicts in American foreign relations from 1789 to the present.
Prerequisite: History 203, 204.
1960-1961

405. THE HISTORY OF THE SOUTH. (3)

Ante-bellum society, nationalism and civil war, reconstruction, and the New South.
Prerequisite: History 203, 204.
1959-1960

406. THE UNITED STATES IN THE TWENTIETH CENTURY. (3)

The Twenties, depression and recovery, the problems of domestic and international responsibility in contemporary American society.
Prerequisite: History 203, 204.
1959-1960

407. THE RENAISSANCE AND REFORMATION. (3)

A study of the political, religious, economic, and cultural developments in Europe from the 14th to the 17th centuries.
Prerequisite: History 101-102.
1959-1960

408. EUROPE FROM NAPOLEON TO THE FIRST WORLD WAR. (3)

Europe in the 19th century, with emphasis on the growth of liberalism and democracy, nationalism, imperialism, and the Second Industrial Revolution.

Prerequisite: History 101-102.
1959-1960

490. SEMINAR IN HISTORIOGRAPHY. (3)

The study of the philosophy of history, criticism, and the practical application of the historical method. Open only to majors with the permission of the instructor.

HOME ECONOMICS

Assistant Professor Dunlap; Visiting Professor Hinchliff

CONCENTRATION: Home Economics 103, 104, 205, 206, and at least 18 semester hours selected from home economics courses numbered 300 and above, as approved by the major advisor.

103. ELEMENTARY FOODS. (3)

Study and application of the scientific principles and techniques underlying the selection and preparation of basic foods.

Two hours lecture, four hours laboratory a week.

104. CLOTHING SELECTION AND CONSTRUCTION. (3)

A study of the selection of clothing according to individual characteristics and needs. The fundamental principles of clothing construction and the use of the commercial pattern.

Two hours lecture, four hours laboratory a week.

205. MEAL PLANNING AND TABLE SERVICE. (3)

The study and application of the principles relating to selection, purchase, preparation, and service of food to meet the dietary needs of a family group.

Two hours lecture, three hours laboratory a week.

206. CLOTHING MANAGEMENT AND CONSTRUCTION. (3)

A study of budgeting, wardrobe planning, and comparison of self-made and ready-made garments. Clothing construction and renovation.

Two hours lecture, three hours laboratory a week.

303. TEXTILES. (3)

The study of textile fabrics, fibers, yarns, weaves, and plastics. The construction of finishes, the care of fabrics, and the serviceability and quality of textiles for personal and household use.

304. TAILORING. (3)

A study of the problems in tailoring and construction of tailored garments.

Two hours lecture, three hours laboratory a week.

308. CHILD DEVELOPMENT. (3)

Study and application of the physical, emotional, and social development of the young child as he takes his place in the home and society. Directed nursery school observation of free play, routine, and discipline.

Two hours lecture, two hours observation a week.

313. NUTRITION. (3)

A study of the nutritive requirements of the body; the planning of adequate dietaries for the individual; diet as related to the prevention of non-clinical diseases.

336. FOOD, NUTRITION, AND HOME MANAGEMENT. (3)

Experience in planning, marketing, preparing, and serving nutritionally adequate meals for families of varying incomes; problems in management of time, energy, and equipment in the efficient operation of a home. A minimum of three weeks residence in the home management house is required before credit is received for the course.

Two hours lecture, three hours laboratory a week. Laboratory fee, boarding students, $15.00; day students, $55.00. Closed to majors.

337. CLOTHING AND SHELTER. (3)

A study of clothing, the home, and home furnishing from the consumer point of view. Basic principles in construction of clothing and home decorating.

Two hours lecture, three hours laboratory a week. Closed to majors.

401. HOME PLANNING AND FURNISHING. (3)

Home planning with emphasis on the modern home. A study of the principles involved in the selection of material and furniture for the home in relation to family needs and income. Construction of slipcovers, draperies, and other furnishings.

Two hours lecture, three hours laboratory a week.

403. CLOTHING: DESIGN AND CONSTRUCTION. (3)

A study of specific problems in the design and construction of clothing, and the principles in draping and cutting fabrics in construction of original costumes.

Two hours lecture, three hours laboratory a week.

409. ADVANCED FOODS AND NUTRITION. (3)

A study of problems in advanced foods and nutrition.

Two hours lecture, three hours laboratory a week.

420. HOME MANAGEMENT. (3)

A study of special problems dealing with the development of an appreciation for and skill required in the efficient organization and operation of a well managed home. Residence of at least six weeks in the home management house where activities of the average home and standards of successful family living are developed.

Prerequisites: Home Economics 103, 205, 313. Open only to senior majors.

Three hours lecture per week. Laboratory fee, $90.00 for a day student; no additional charge to a boarding student.

MATHEMATICS

Professor Hoyle; Associate Professor Jenkins

CONCENTRATION: Mathematics 101, 102, 201, 202, 301, and 15 semester hours from mathematics courses numbered 300 and above as approved by the major advisor.

101. COLLEGE ALGEBRA. (3)

A review of elementary algebra, followed by a study of the usual topics of college algebra.

102. PLANE TRIGONOMETRY. (3)

A presentation of trigonometric functions and identities together with the solution of right and oblique triangles and their applications.

103. MATHEMATICS OF FINANCE. (3)

A study of mathematical principles in modern business.

201. PLANE ANALYTIC GEOMETRY. (3)

A co-ordinate presentation of loci including the straight line, circle, parabola, ellipse, and hyperbola.

202. DIFFERENTIAL CALCULUS. (3)

Differentiation with applications.

301. INTEGRAL CALCULUS. (3)

Integration with applications.

302. PLANE AND SOLID ANALYTICAL GEOMETRY. (3)

A continuation of Mathematics 201, followed by a presentation of curves and surfaces in space.
1959-1960

303. ADVANCED COLLEGE ALGEBRA. (3)

A second course in college algebra including such topics as complex numbers, determinants, theory of equations, permutations and combinations, probability, mathematical induction, scales of notation, undetermined coefficients, series, partial fractions, indeterminate equations, and theory of numbers.
1959-1960

304. COLLEGE GEOMETRY. (3)

A study of plane and solid demonstrative geometry. This course is designed especially for prospective teachers.
1959-1960

306. STATISTICAL METHODS. (3)

An elementary study of the statistical methods as applied to business and social sciences.

401. THEORY OF EQUATIONS. (3)

A study of the more important topics in the general theory of equations and determinants.
1960-1961

402. DIFFERENTIAL EQUATIONS. (3)

A presentation of the principal methods of solving ordinary and partial differential equations.
1960-1961

403. HISTORY OF MATHEMATICS. (3)

A study of the development of mathematics and of the contributions of great mathematicians.
Open to mathematics majors by permission of the instructor.
Offered when there is sufficient demand.

404. DIFFERENTIAL AND INTEGRAL CALCULUS. (3)

A continuation of Mathematics 202 and 301 including multiple integrals, series, expansion of functions, hyperbolic functions, and partial differentiation with applications.

405. STATISTICAL INFERENCE. (3)

A study of the relation of sample to population with the consideration of statistical problems such as testing of hypotheses, estimation, and experimental design.

Prerequisite: Mathematics 306 or its equivalent. Open to majors and to non-majors by permission of the instructor.

Offered when there is sufficient demand.

450. MATHEMATICS SEMINAR. (3)

A seminar course in advanced phases of mathematics.

Credit, three semester hours, either semester.

Open to senior mathematics majors with permission of the instructor.

Offered when there is sufficient demand.

MUSIC

Professor Stegner; Professor Holliday; Associate Professor Berg; Associate Professor Morrison; Associate Professor Snyder; Assistant Professor Eagle; Assistant Professor Johnson; Miss Gaston; Mrs. Rolandi

CONCENTRATION IN MUSIC UNDER BACHELOR OF ARTS DEGREE: Forty semester hours in music including Music 101-102, 111-112, 205, four years of ensemble work,* and at least one semester hour of private training in applied music for four semesters. At least 18 of the 40 hours shall be in courses numbered 300 and above.

The following courses are suggested for particular emphasis in the following fields:

1. SACRED MUSIC: Music 306, 307, 315, 316, 317, 415, and three additional hours in applied music.

2. APPLIED MUSIC: Music 306, 308, and nine additional hours in applied music.

3. HISTORY AND LITERATURE: Music 306, 307, 308, 310, 407, and three additional hours in applied music.

4. THEORY: Music 306, 310, 408, 409, and three additional hours in applied music.

5. PUBLIC SCHOOL MUSIC: Music 307, 308, 415, 416, and nine additional hours in applied music. (Education 321-322 would be considered necessary, even though not included in the 40 hour concentration. Other professional and music requirements should be discussed with the advisor.)

*Activity Hour credit is received for the freshman and sophomore years. Semester hours are received for the junior and senior years only after completion of the freshman and sophomore years. Semester hours gained may not be counted towards the 40 hour music concentration.

THE BACHELOR OF MUSIC DEGREE: Fifty-three semester hours of basic requirements and the eight activity hours as outlined under the bachelor of arts degree, Music 101-102, 111-112, 205, 206, four years of ensemble work and the following:

1. IN APPLIED MUSIC: Sixteen hours in a chosen instrument (piano, organ, strings, or voice), Music 400, two to four hours in another instrument, nine to 15 additional hours in history and literature, and nine to 15 additional hours in theory.

2. IN GENERAL MUSIC EDUCATION: Education 302, 321-322, 341, 342, 442, Psychology 307, six hours in piano, six hours in voice, six to seven additional hours of applied music, six to 12 additional hours of theory, and three additional hours of history and literature.

3. IN INSTRUMENTAL MUSIC EDUCATION: Education 302, 321-322, 341, 342, 442, Psychology 307, 21 hours of applied music (six to 12 hours in a major instrument and nine to 15 hours in two minor instruments), and six to 12 additional hours of theory.

100. MUSIC APPRECIATION. (3)

A course designed to equip the student for intelligent music listening.
Closed to music majors; elective for all other students.

101-102. THEORY OF MUSIC. (3-3)

Introduction to the elements of music; exercises in sight-singing, rhythmic, harmonic, and melodic dictation; written and keyboard harmony.
Five hours a week.

111-112. INTRODUCTION TO THE HISTORY AND LITERATURE OF MUSIC. (3-3)

A basic course emphasizing the broad aspects of music in western civilization from approximately 500 B.C. to the present.

203-204. MUSIC IN WESTERN CULTURE. (3-3)

The course will examine the role played by music in western culture from the beginning of the Christian Era to the present.
Closed to music majors; elective for all other students.
1959-1960

205, 206. ADVANCED THEORY OF MUSIC. (3, 3)

Melodic, rhythmic, and harmonic dictation; sight-singing in the various clefs; written and keyboard harmony.
Five hours a week.

306. COUNTERPOINT. (3)

A study of polyphonic composition of both the sixteenth and eighteenth centuries beginning with creative writing in the church modes and continuing with inventions, canons, and finally the writing of a four voice fugue.

307. MUSIC LITERATURE FROM 1450 TO 1750. (3)

A study of the choral and instrumental literature of the Ars Nova to the Monodic Revolution, followed by a study of the rise of opera, oratorio, orchestral and keyboard music, etc., during the Baroque Era.

308. Music Literature From 1750 to 1900. (3)

A study of the newly perfected forms of orchestral, chamber, and keyboard music as found in the works of Haydn, Mozart, and the earlier Beethoven. That study will be followed by the examination of the progression of the romantic element in the music of the nineteenth century.

310. Form and Analysis. (3)

A study of basic musical forms through stylistic and critical analysis of various musical compositions.

315. Music Literature for the Congregation and the Choir. (3)

A course designed to introduce the student to the best choral music available for use in the church service. The emphasis will be directed toward preparing those who expect to be engaged in any phase of church work, to be of help in charting a strong music program for both the congregation and the choir.

Open to all students.

316. Christian Liturgies and Their Music. (3)

A course to acquaint the student with the liturgical heritage of the Christian church. Attention will be given to the historical development of liturgical practices and music in their relation to Protestant worship and usage.

Open to all students.

317. The Organ In The Church Service. (3)

A comprehensive study of playing the organ for the various services of the church with instruction in hymn playing, anthem playing, modulation, improvisation, and appropriate service music to be used during the church year.

Open to all students.

330. Music Methods for Elementary Teachers. (3)

A study of theory, ear training, sight-singing, and methods of teaching music in elementary schools. Designed for students desiring the elementary teacher certificate.

Closed to music majors; elective for all other students.

400. Senior Recital. (1)

The preparation and performance of a full, public solo recital in the major instrument.

407. Music Literature of the Twentieth Century. (3)

Analysis of twentieth century composing techniques as found in the compositions of Schoenberg, Hindemith, Stravinsky, etc.

408. Composition. (3)

Creative expression in the smaller forms.

409. Orchestration. (3)

A study of modern orchestral instruments, with practice in instrumental scoring.

411. Piano Pedagogy. (3)

Analysis of fundamental requirements and examination of available material for students in all age groups from pre-school through college. Discussions of such problems as common deficiencies, practicing, recitals, studio management, interpretation, style, and memorizing.

415. Choral Conducting. (3)

A discipline of basic conducting techniques applied to the specific task of producing music with a choir.

416. Instrumental Conducting. (3)

A course in orchestral conducting technique and score reading.

151, 152; 251, 252; 351, 352; 451, 452. Applied Music for Non-Music Majors. (1, 1)

One half-hour private lesson each week in organ, piano, strings, or voice. At least five hours practice each week is recommended. Additional fee $75.00.

153, 154; 253, 254; 353, 354; 453, 454. Applied Music for Non-Music Majors. (2, 2)

Two half-hour private lessons each week in organ, piano, strings, or voice. At least nine hours practice each week is recommended.

161, 162; 261, 262; 361, 362; 461, 462. Applied Music for Music Majors. (1, 1)

One half-hour private lesson each week in organ, piano, strings, or voice. At least six hours practice each week is recommended. Additional fee $75.00.

163, 164; 263, 264; 363, 364; 463, 464. Applied Music for Music Majors. (2, 2)

Two half-hour private lessons each week in organ, piano, strings, or voice. At least twelve hours practice each week is recommended. Additional fee $125.00.

Choir. (1 A.H. or 1 S.H.)*

Admission by audition only. Repertoire includes a cappella works from the fifteenth century through the contemporary period.

Chorus. (1 A.H.)

This choral organization is for singers of average ability who wish to experience the pleasure of group participation.

Madrigal Group. (1 A.H. or 1 S.H.)*

Admission by audition only. This small vocal ensemble specializes in chamber music.

Piano Class. (1 A.H.)

Two hour-sessions per week in which classes of several students each are instructed in the beginning phases of piano playing. Elective for students with no previous training.

STRING CLASS. (1 A.H.)

Two hour-sessions per week in which classes of several students each are instructed in the beginning phases of string playing. Elective for students with no previous training.

INSTRUMENTAL ENSEMBLE. (1 A.H. or 1 S.H.)*

Admission by audition only. The study and performance of chamber music and orchestral literature.

NURSING EDUCATION

Miss White

401. WARD TEACHING AND SUPERVISION. (3 or 6)

A study of the theory and practice of ward teaching and supervision as applied to situations within a nursing school. Students may enroll for theory without the practice.

Three hours lecture, nine hours laboratory a week. Three semester hours credit for lectures without laboratory.

PHILOSOPHY

321. INTRODUCTION TO PHILOSOPHY. (3)

A study of the basic problems of philosophy, intended for the development of a satisfying philosophy of life.

322. ETHICS. (3)

A study of the science of ideal human conduct with emphasis on the determination of right and wrong.

405. GREAT PHILOSOPHERS. (3)

An inquiry into the philosophical theories of the greatest philosophers of all time.

406. LOGIC. (3)

A study of the science of valid and accurate thinking.

PSYCHOLOGY 401 may be credited as philosophy.

PHYSICAL EDUCATION

Mrs. Magher; Mrs. McDonald

The department offers the following activity hours:

*Activity Hour credit is received for the freshman and sophomore years. Semester hours are received for the junior and senior years only after completion of the freshman and sophomore years. Semester hours gained may not be counted towards the 40 hour music concentration.

UNDERSTANDING SPORTS (1 A.H.)

A combination lecture and field trip course planned to help the student understand not only the basic fundamentals of sports but also something of the technical and scientific aspects of games.

THE DANCE

Folk	Social
Modern	Square

GOLF

Beginning

TENNIS

Beginning
Intermediate

SWIMMING

Beginning	Synchronized
Intermediate	Senior Life Saving
Advanced	Water Safety Instructors

The last two courses are open only to students who can present the requisite skill in swimming.

PHYSICS

Professor Hoyle

101-102. GENERAL PHYSICS. (4-4)

A beginning course in physics covering the fundamental principles of mechanics, heat, magnetism, electricity, sound, and light; applications and illustrations of these general principles.

Prerequisite: Elementary algebra and plane geometry.

Three hours lecture, three hours laboratory a week.

211. BASIC PRINCIPLES OF MODERN PHYSICS. (4)

A course covering the fundamental principles of kinematics, light, dynamics, electricity, and magnetism which are necessary for an understanding of atomic and nuclear physics.

Five television lessons and one laboratory and discussion period a week.

Prerequisite: Generally, one year of high school or college physics, algebra, and plane geometry.

412. ATOMIC AND NUCLEAR PHYSICS. (4)

A course covering the fundamental principles of atomic and nuclear physics.

Five television lessons and one laboratory and discussion period a week.

Prerequisite: Physics 211 or one year of college physics.

POLITICAL SCIENCE

Professor Preyer

301. American Government. (3)

A study of the structure, functions, and political processes of government on the local, state, and national levels.

401. Comparative Government. (3)

A comparative study of the structure and political problems of present-day European governments.

402. International Relations. (3)

Development of the modern state, sovereignty, imperialism, causes of war, internationalism, and problems of world peace.

PSYCHOLOGY

Associate Professor Babb; Associate Professor Stevens

Concentration: Psychology 201, 202, 305-306, 401, and at least 15 hours in courses numbered 300 and above, as approved by the major advisor. The following courses are recommended in addition to the major requirements:
Biology 101-102, 402, and Physics 101-102.

Prerequisites: At least three semester hours on the 200 level must be presented as prerequisite to any course in the department numbered 202 or above. At least six semester hours on the 200 level or above must be presented for admission to any of the following courses: 303, 304, 305-306. Admission to courses numbered 400 and above is with the permission of the instructor.

201, 202. General Psychology. (3, 3)

A survey of the general field of psychology with emphasis on the methods and results of scientific investigation of human behavior.

302. Applied Psychology. (3)

A survey of the principles of psychology which are applicable to the problems of business, industry, and the professions.

303. Social Psychology. (3)

A psychological approach to the processes of social interaction; group processes; consideration of the measurement of social attitudes and public opinion.

304. Abnormal Psychology. (3)

A study of the pathological development of feelings and behavior in neurotic, psychotic, and feeble-minded individuals. Prominent methods of definition, description, and treatment are studied.

305-306. STATISTICAL AND EXPERIMENTAL METHODS IN PSYCHOLOGY. (3-3)

Laboratory techniques applied to selected problems of general psychology. Special attention the first semester to statistical methods, the second semester to experimental controls in typical investigations.

Two hours lecture, three hours laboratory a week.
Laboratory fee, $5.00, each semester.

307. DEVELOPMENTAL PSYCHOLOGY. (3)

A genetic approach to the study of childhood and adolescence. Problems pertaining to child care and training are considered.

401. SYSTEMS OF PSYCHOLOGY. (3)

A study of the philosophical background of psychology, the emergence of psychology as a natural science, and the formulation of modern types of approach. Emphasis is placed on current systems of psychology.

402. THEORY OF PERSONALITY. (3)

A critical study of theories of personality and related research.

405. PSYCHOLOGICAL TESTS. (3)

An introductory study of the major types of psychological tests and the principles of test evaluation.

Two hours lecture, two hours laboratory a week.
Laboratory fee, $5.00.
Prerequisite: Psychology 305.

406. ADVANCED GENERAL PSYCHOLOGY. (3)

An intensive study of methodology in the field of general psychology.

450. RESEARCH PROBLEMS. (3)

Advanced experimental and reading course for students who manifest exceptional ability and initiative in the work of the department.

SECRETARIAL PRACTICE

Assistant Professor West

101. ELEMENTARY TYPEWRITING. (2)

Training to attain a minimum sustained writing speed of 35 words per minute; introduction to letter forms.

Three hours a week. May not be credited toward graduation.

102. INTERMEDIATE TYPEWRITING. (2)

Building of typing speed to a minimum of 45 words per minute; accurate production of business forms and statistical tables.

Three hours a week. May not be credited toward graduation.
Prerequisite: Secretarial Practice 101 or its equivalent.

111. Elementary Shorthand. (3)

Development of a comprehensive reading and writing knowledge of Gregg shorthand.

112. Intermediate Shorthand. (3)

Continuation of Secretarial Practice 111 with building of shorthand vocabulary of business terms and development of a minimum sustained note-taking speed of 80 words per minute on new dictation material with 95 per cent accuracy in transcription.

Prerequisite: Secretarial Practice 111 or its equivalent.

221. Advanced Shorthand and Transcription. (3)

Building of minimum sustained note-taking speed on new material to 110 words a minute and production of commercially acceptable transcripts.

Prerequisite: Secretarial Practice 112 or its equivalent.

234. Secretarial Practice and Office Management. (3)

Correlation of all phases of secretarial work, including specialized dictation and transcription, office management and procedures, uses of office equipment, and secretarial personality development.

Prerequisite: Secretarial Practice 112 or its equivalent.

SOCIOLOGY

Associate Professor Thomson

Concentration: Sociology 203, 204, 403, 450, and at least 18 semester hours of other sociology courses numbered 300 and above, as approved by the major advisor.

203. Principles of Sociology. (3)

Analysis of human relations: culture, personality, group behavior, social stratification systems, etc.

204. Major Institutional and Problem Areas. (3)

A study of some of the institutions and principal social problems in modern society such as the family, minorities, political sociology, etc.

303. Delinquency and Crime. (3

The study of delinquent and criminal behavior and crime in the United State. Some attention is given to penal systems and treatment.

1959-1960

307. URBAN SOCIOLOGY. (3)

The sociology of the city and the problems arising from modern urbanization.

1960-1961

308. MINORITY GROUPS IN AMERICAN CULTURE. (3)

The sociology of cultural and racial minorities with special emphasis upon the Negro and Jewish minorities in the United States.

1959-1960

309. INTRODUCTION TO SOCIAL WORK. (3)

A pre-professional survey for those going into social work, as well as for teachers, nurses, and religious workers interested in the philosophy and principles of social work. Some attention will be given to exploration of various agencies and their functions.

Prerequisite: Sociology 203.

1960-1961.

313. SOCIAL ANTHROPOLOGY. (3)

An introduction to the study of relatively small-scale non-literate societies. Emphasis will be placed upon the reading analysis and comparison of field research monographs.

1959-1960

402. THE FAMILY. (3)

Courtship, marriage, and the family in the United States. Materials on other cultures are introduced where their use is helpful to the understanding of the foregoing.

403. DEVELOPMENT OF SOCIOLOGICAL THEORY. (3)

Sociological theory from Comte to the present. The major objective is to promote an appreciation and understanding of the function of theory in sociology.

1959-1960

404. INDUSTRIAL SOCIOLOGY. (3)

A study stressing the relationship between industry and society, industry and the community, work groups and work relations, the role of the worker in work groups, and the social organization within industry.

1960-1961

450. METHODS OF SOCIAL RESEARCH. (3)

The nature of the scientific method and basic techniques in social research as applied to the collection, analysis, and interpretation of social data.

1960-1961

NOTE: PSYCHOLOGY 303, PSYCHOLOGY 305, and ECONOMICS 401 may be credited as sociology by students who major in sociology.

SPANISH

Associate Professor Schickedantz

CONCENTRATION: Thirty semester hours of which at least 18 semester hours are from Spanish courses numbered 300 and above as approved by the major advisor. Admission of a student to any course numbered above 200 must be approved by the head of the department.

101-102. ELEMENTARY SPANISH. (3-3)

Conversation, composition, reading. Materials deal with Hispanic culture.
Five hours a week.

201-202. INTERMEDIATE COMPOSITION AND CONVERSATION. (3-3)

Conversation, composition, introduction to Spanish grammar, with particular attention to modern business vocabulary.

221-222. INTRODUCTION TO LITERATURE. (3-3)

Reading on the intermediate level of materials chosen from Hispanic *cuento* and *novela corta.*

311. READINGS FROM THE NINETEENTH CENTURY. (3)

Readings selected from the romantic and modern drama and the regional novel.
1959-1960

312. MODERN SPANISH NOVEL. (3)

Readings selected from Galdos, Baroja, Blasco-Ibanez, Perez de Ayala, and others.
1959-1960

321, 322. ADVANCED CONVERSATION. (3, 3)

Practice in pronunciation, intonation; dialogue, oral reports, conversation.
1960-1961

421. NOVEL OF THE GOLDEN AGE. (3)

Readings selected from *Lazarillo,* Cervantes, Quevedo, and others.
1960-1961

422. DRAMA OF THE GOLDEN AGE. (3)

Readings selected from Tirso, Lope Alarcon, Calderon, and others.
1960-1961

431. READINGS IN SPANISH AMERICAN LITERATURE. (3)

A study of the chief literary movements in Spanish American countries before Modernism.
1959-1960

432. READINGS IN SPANISH AMERICAN LITERATURE. (3)

A study of the chief literary movements of the twentieth century.
1959-1960

SPEECH

Assistant Professor Hadley; Mrs. Whisnant

100. Introduction to Theatre Arts. (3)

A survey of the multiple arts of the theatre from the Greek period to the present time with special emphasis on developing an appreciation of the drama through an analysis of the playscript and a consideration of its stage presentation through continually evolving methods of acting, directing, lighting, scene design, makeup, and costuming.

103. Fundamentals of Speech. (3)

An initial concentration upon the development of a pleasing and efficient voice through training in phonetics, diction, and projection followed by practical application of vocal principles through group discussion and the delivery of speeches for all occasions. Emphasis is also placed upon improving ability in listening analytically as well as creating skill in thinking, writing, and speaking in public with proper poise, logic and confidence.

201. Oral Interpretation. (3)

A course designed to develop ability in analysis and appraisal of literature with concentration upon the development of skill in oral interpretation so as to communicate with maximum effectiveness. A study is made of proper vocal and platform techniques with emphasis on voice quality, projection, animation, and poise.
1959-1960

321. Play Production For Church and School. (3)

A study of such production procedures as directing, set designing, costuming, lighting, and makeup on the church and lower school levels. Special attention is given to play selection and proper use of minimum equipment.
1960-1961

400. Individual Projects in Speech. (3)

A course providing the opportunity for advanced work in such fields as debate, parliamentary procedure, oral interpretation, speech therapy, group discussion, and public speaking. Open to those students who have successfully completed all other courses related to their special interest and who desire still more concentrated work. Requirements set and research directed by the instructor with emphasis on individual needs and interests.

402. Individual Projects in Dramatics. (3)

A course providing the opportunity for advanced work in such fields as acting, playwriting, theatre design, directing, costuming, makeup, radio, and television. Open only to those students who have successfully completed all other courses related to their special interest and who desire still more concentrated work. Requirements set and research directed by the instructor with emphasis on individual needs.

Student Activities

Student Organizations

STUDENT GOVERNMENT ASSOCIATION

Upon registration, each student automatically becomes a member of the Student Government Association which has set the following aims as the purpose of its existence: to encourage self-government; to promote constructive policies pertaining to scholastic and extra-curricular activities; to stimulate the highest standards of honor in all matters of personal conduct; and to make and to enforce regulations which are in harmony with the college administration and which will encourage a progressive and cooperative student life.

The organization of student government is outlined in a constitution granted by the Board of Trustees of the college. Its regulations are printed in full in a special handbook sent new students before the opening of college each year.

QUEENS CHRISTIAN ASSOCIATION AND RELIGIOUS LIFE

This program includes every student. The cabinet of the Queens Christian Association, with a faculty committee, plans morning chapel and Religious Re-emphasis Week. The association also sponsors vesper programs for Sunday evenings and services for special occasions and promotes community projects.

The college makes every effort to enrich the religious life of the students. While Queens College is a church-related college in the Presbyterian denomination, it welcomes students of all faiths, and care is taken not to interfere with the church preference of students. A chapel service is held each Tuesday and Friday.

SORORITIES

There are on the campus of Queens College six national social sororities: Alpha Delta Pi (Beta Iota Chapter), founded at Wesleyan College on May 15, 1851; Alpha Gamma Delta (Gamma Gamma Chapter), founded at Syracuse University in 1904; Chi Omega (Theta Gamma Chapter), founded at the University of Arkansas on April 5, 1895; Kappa Delta (Alpha Omicron Chapter), founded at Virginia State Normal on October 23, 1897; Phi Mu (Gamma Gamma Chapter), founded at Wesleyan College on March 4, 1852; and Alpha Chi Omega, founded at DePauw University on October 15, 1885.

Only those students who are candidates for a degree at Queens College may be considered for membership in the national sororities.

BIOLOGY CLUB

This is an organization to develop greater interest in biological sciences and to inform students of the new developments and opportunities in the field. The club is affiliated with the North Carolina Collegiate Academy of Sciences.

HOME ECONOMICS CLUB

The purpose of the club is to cultivate good fellowship among members of the department and to promote interest in home economics activities. The club is affiliated with the North Carolina and the National Home Economics Associations.

QUEENS PLAYERS

Organized by and for the students to afford practical experience in the multiple arts of the theatre, the Queens Players welcomes any member of the student body willing to participate actively in the efforts to provide stimulating entertainment in drama on the Queens College campus.

STUDENT PUBLICATIONS

THE BLUE QUILL is a journalistic and literary magazine which seeks to encourage good writing, helps to foster student opinion, and attempts to stimulate interest in current affairs.

THE CORONET, the yearbook, is a factual and photographic record of Queens students and student activities.

QUEENS CUES is designed especially to acquaint new students with the customs, traditions, and standards of the college.

MUSIC

QUEENS COLLEGE CHOIR

This is a group chosen in September by audition. The organization sings very frequently at chapel services, campus concerts, concerts in the city of Charlotte, and church services. Each spring the choir tours for one week in the Carolinas and adjacent states.

QUEENS CHAMBER ORCHESTRA

This organization is designed to play orchestral works of small to intermediate size, such as Baroque concerti grossi, Haydn and Mozart Symphonies, and contemporary works.

QUEENS COLLEGE CHORUS

This choral organization is open to all students in the college. Several campus appearances are made each year. The repertoire is chosen for singers of average ability who wish to experience the pleasure of group participation.

MADRIGAL SINGERS

A small music ensemble of talented vocalists is selected to specialize in chamber music.

INTERCOLLEGIATE CHAMBER CONCERTS

Membership is open to faculty and students from Queens and nearby colleges. The basic organization is the string quartet composed of faculty members from these colleges. Chamber music programs are exchanged annually.

RECITALS

Faculty recitals are presented as a part of the college music program. Junior and senior applied music majors give individual recitals as partial fulfillment of graduation requirements. Many non-majors in applied music appear on programs throughout the year.

Services and Regulations

Student Health Service

The health program at Queens College is under the supervision of a physician and the dean of students. Annual health reports to be filled out by the family physician are required of all students. An infirmary is maintained where three graduate nurses are on duty and where the college physician has regular consultation hours.

The purpose of the infirmary is to protect the health of all and to treat out-patients or bed patients who have minor illnesses. In the case of major illnesses or operations, arrangements are made with Charlotte hospitals by the college physician and the parents of the student. Infirmary bed patient service is provided for boarding students only. No medical fee is charged for infirmary services; but, if it is advisable that a physician be called on a case, the student pays his fee and the cost of special medicine.

Assignment of Rooms

Reservations of rooms by returning students will be made between April 9 and May 15 in the office of the dean of students. An agreement signed by student and parents to pay the initial room deposit due June 15 will be required before a reservation may be made.

Assignment of rooms and roommates will be given to freshmen when they arrive in September.

Student Activity Fee

The student activity fee is required of all except part-time students carrying six semester hours or less, with whom it is optional. Payment of this fee entitles the student to receive the college magazine, *The Blue Quill,* and the yearbook, *The Coronet;* provides for membership in the Queens College Lecture Series; and finances the program of the Student Government Association.

Placement Bureau

The Placement Bureau is operated by the Public Relations Office as a service to students and alumnae. Cumulative records are kept for all persons registered with the bureau. Biographical information, academic and professional qualifications, and personal recommendations are included in individual Placement Bureau folders sent to prospective employers. The office maintains an active register of positions and employers, and students and alumnae are notified of positions available in their particular vocations.

Community Services

THE EVENING COLLEGE

The Evening College is intended to serve the educational needs of men and women of the Charlotte area. Here adults may enroll for the purpose of securing college credits which may be used for transfer in satisfaction of degree or certification requirements. Others may want college training for vocational advancement or for self-improvement.

Many credit courses offered in the Evening College are open to students who may wish to enroll on an audit or non-credit basis.

Special or non-credit courses are organized from time to time for vocational, professional, or cultural groups. All such courses are also open to other interested individuals.

SUMMER SESSION

The Queens Summer Session is limited to students living in Charlotte or within commuting distance of the campus. All courses offered are for college credit and are taught by regular members of the Queens faculty supplemented by visiting instructors from other colleges.

The schedule of dates for the session is shown on the college calendar. A special summer school bulletin, listing course offerings, is published in March and may be obtained by writing the dean of the college.

QUEENS-CHARLOTTE LEADERSHIP TRAINING PROGRAM

An important contribution to the community is the unique cooperation between the college and the churches of Charlotte. By this arrangement a professor of religion, supported jointly by the college and the churches, organizes and administers three times a year a training school for religious leaders. Members of the Queens faculty and ministers and staff workers of the Charlotte churches of all denominations comprise the faculty of the school and present a program designed to supply the needs of the area.

NON-COLLEGE DIVISION OF THE DEPARTMENT OF MUSIC

This division performs one of the oldest community services that Queens offers to Charlotte and the surrounding areas. Instruction is offered to students of all ages — from the very young to the adult — in the following areas: organ, piano, strings, and voice. The recital hall, the new Belk Memorial Moeller organ, the instruments belonging to the department, the extensive library of phonograph recordings, scores, music, and books, and other facilities of the department are all available to the non-college student.

Alumnae Association

All graduates and former students are organized in this association. The purpose of the association is to develop, strengthen, and utilize the bonds of affection between the college and its alumnae and among the alumnae themselves. At the present time three alumnae are members of the Board of Trustees.

The Alumnae Association is a member of the American Alumni Council, and the college is a member of the American Association of University Women.

ALUMNAE ASSOCIATION OFFICERS

President—Mrs. Glenn C. Alexander, Van Wyck, S. C.

First Vice-President—Mrs. Earl B. Ruth, Salisbury, N. C.

Second Vice-President—Mrs. Robert L. Selby, Charlotte, N. C.

Corresponding Secretary—Mrs. Melvin J. Harris, Charlotte, N. C.

Recording Secretary—Mrs. Robert E. Love, Jr., Walhalla, S. C.

Treasurer—Mrs. DeLacy Wyman, Charlotte, N. C.

Past President—Mrs. James H. Barnhardt, Charlotte, N. C.

Trustee Representatives: Mrs. W. H. Belk, Charlotte, N. C.
Mrs. Curtis B. Johnson, Charlotte, N. C.
Mrs. S. P. Stowe, Belmont, N. C.

Ex-Officio—Mrs. Alice K. Barron, Executive Secretary

Queens College Personnel

Board of Trustees

H. H. Everett, Chairman

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TERM EXPIRES 1959

Thornton H. Brooks (*Synod of N. C.*), Greensboro, N. C.
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Edwin R. Walker, President, Ex-Officio

ADVISORY TRUSTEES:

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The Rev. James A. Jones, D.D., Richmond, Va.

*Resigned

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A. JACKSON BOST, *Superintendent of Grounds*
THELMA E. CARUSO, B.S., *Library Assistant*
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KATE SQUIRES, *P.B.X. Operator*
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ANNIE-FLAGG WARD, B.S., *Dietitian*
DOROTHY A. WENTZ, *Secretary, Business Office*

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INGRID M. ALEXANDER, R.N., *Resident Nurse*
JEWELL LINEBERGER, R.N., *Assistant Resident Nurse*
JOYCE A. KELLY, R.N., *Assistant Resident Nurse*

Faculty

EDWIN R. WALKER, *President*
A.B., B.D., Ph.D., LL.D., Southwestern University; Vanderbilt University; University of Chicago.

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A.B., M.A., Ed.D., University of North Carolina; Teachers College, Columbia University.

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A.B., M.A., Ph.D., Washington and Lee University; Northwestern University.

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A.B., M.A., Ph.D., University of North Carolina; University of Virginia; Harvard University.

Philip A. Moose, *Visiting Professor of Art*
Stevens School; National Academy; Columbia University Art School; Skowhegan School of Painting; Taxco School of Art, Mexico; Academy of Fine Arts, Munich.

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A.B., M.A., Knox College; Columbia University; University of Chicago; University of California.

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A.B., M.A., Queens College; University of North Carolina.

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A.B., M.R.E., Salem College; The Biblical Seminary, New York; George Peabody College for Teachers, New York University.

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B.Mus., M.M., A.A.G.O., Northwestern University.

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A.B., M.A., Ohio Wesleyan University; Ohio State University; University of New Mexico; Purdue University.

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A.B., M.A., University of Kentucky; Assembly's Training School; Transylvania University; Union Seminary, New York; Garrett Biblical Institute.

Earl F. Berg, *Associate Professor of Music*
A.B., S.M.M., Concordia College; MacPhail School of Music; Union Theological Seminary.

Elizabeth McD. Black, *Associate Professor of Education*
A.B., M.A., Woman's College of the University of North Carolina; Teachers College, Columbia University; Northwestern University; Temple University.

Phyllis W. Stevens, *Associate Professor of Psychology*
A.B., M.A., Ph.D., Oberlin College; University of North Carolina.

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A.B., M.A., Zwinger Gymnasium, Breslau, Germany; Bunce Court, Kent, England; University of Wisconsin.

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A.B., B.S., in L.S., University of Rochester; Simmons College.

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A.B., M.S., Emory University; University of Kentucky.

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B.S., M.S., Ph.D., Abilene Christian College; Florida State University.

BRUCE R. THOMSON, *Head of Department of Sociology; Associate Professor of Sociology*
A.B., B.D., Th.M., M.A., Ph.D., William Jewell College; Southern Baptist Theological Seminary; University of Louisville; Florida State University.

SARAH IRENE DUNLAP, *Acting Head of Department of Home Economics; Assistant Professor of Home Economics*
B.S., M.A., Winthrop College; University of Tennessee.

MILDRED L. MISCALLY, *Assistant Professor of Journalism*
A.B., M.A., University of Georgia.

NANCY EAGLE, *Assistant Professor of Music*
B.S., M.A., Woman's College of the University of North Carolina; Peabody College; Catawba College; University of North Carolina; Appalachian State Teachers College; University of Indiana.

CAROLINE GORDON RICHARDSON, *Assistant Professor of Modern Languages*
A.B., M.A., Winthrop College; University of the South, Sewanee, Tennessee; University of South Carolina; University of Minnesota; University of Laval, Quebec.

SARAH M. WEST, *Head of Department of Secretarial Practice; Assistant Professor of Secretarial Practice*
B.S., M.R.E., Winthrop College; Woman's Missionary Training School, Louisville, Kentucky.

ANN STELLHORN GEBHARDT, *Acting Head of Department of Art, Assistant Professor of Art*
B.F.A., M.A., Lake Erie College; Ohio State University.

CHARLES O. HADLEY, *Assistant Professor of Speech and Comparative Liteurature*
A.B., M.A., Davidson College; University of North Carolina; University of Besancon; Duke University.

MARIE E. JOHNSON, *Assistant Professor of Music*
B.Mus., M.M., Greensboro College; Cincinnati Conservatory of Music.

L. AUBREY DREWRY, JR., *Head of Department of Economics; Assistant Professor of Economics*
B.S., M.A., University of Virginia.

RUTH LOUISE WHYTE, *Assistant Professor of Art*
Ph.B., B.F.A., M.F.A., University of Chicago; School of Art Institute of Chicago.

KATHLEEN M. BARTLETT, *Visiting Lecturer in Geography*
B.S., M.S., University of Leeds.

RUTH R. MAGHER, *Acting Head of Department of Physical Education; Instructor in Physical Education*
B.S., Woman's College of the University of North Carolina; University of North Carolina; Johns Hopkins University.

MARGARET GASTON, *Instructor in Music*
B.Mus., Converse College.

JANE FRAZIER ROLANDI, *Instructor in Music*
B.Mus., Salem College.

CHARLEEN S. WHISNANT, *Instructor in English*
A.B., M.A., Meredith College; University of North Carolina.

PEGGY P. MCDONALD, *Instructor in Physical Education*
B.S., Winthrop College.

AFFILIATED FACULTY IN THE NURSING PROGRAM

ANNE PLEASANTS WHITE, *Director of Education, Presbyterian Hospital School of Nursing*
A.B., R.N., M.A., Flora Macdonald College; Stuart Circle Hospital School of Nursing, Richmond, Virginia; Columbia University.

Degrees Conferred in 1958

BACHELOR OF ARTS

Katherine Milton Almond
Judith Ann Anderson
Emilie Ruth Armstrong
Peggy Joyce Bedsol
Howard Ray Brackett
Kay Constance Brook
Catharine Blue Calhoun
cum laude
Elizabeth Bailey Calvert
Barbara Anne Cantrell
Sarah Julia Carpenter
Caroline Miller Clyburn
Barbara Jane Currie
Stella Dross
Martha Robertson Dysart
Richard Boyce Earnhardt
Lois Ann Gerst
Gloria Jeanne Griffith
Elizabeth Nelson Henderson
Helen Jo Holland
Kathryn Marie Hooks
Mary Sandra Hutchins
Barbara Johnson Kasler
William Ray Lasley, Jr.
Sallye Louise Long
Roxana Elizabeth Mebane
Betty Goodykoontz Miree
magna cum laude
Mildred Grigg Morris
Sharlene Elizabeth Morris
Ernestine Spencer Morrow
Ralph William Moseley, Jr.
Eleanor Walton Neal
Delia Louise Neil
Sue Griffin Price
Julia Long Rolston
cum laude
Helen Smith Shackell
Susan Herring Sharpe
magna cum laude
Lyda Sue Stephens
Jo Ann Stone
Nancy Kathryn Sturdivant
Linda Merle Williams
Mary Brooks Yarborough

BACHELOR OF SCIENCE

Amelia Anne Alba
Virginia Grace Aldrich
Elizabeth Gray Anderson
Kathleen Woolard Atkins
Belva Beth Beasley
Margaret Tarleton Bivens
Mary Lee Burdell
Mitzi Emiline Carter
Myrtle Jeannette Christenbury
Lois Jeanette Clay
Patsy Ann Dennis
Zelime Griffin Dickson
Ann Moomau Duckwall
Betty Lou Floyd
Nan Elizabeth Floyd
Virginia Helms Gaskin
Mary Lynn Gregg
cum laude
Daisy Wilson Hicks
Miriam Hinson
cum laude
Martha Louise Howe
Nancy Greeson Josephs
Nancy Elizabeth McIntyre
Jean Dixon McLaurin
Emma Neal Martin
Emily Sapp Massey
Ruth Woods Moreau
Louise Ethel Owens
Barbara Jean Pruden
Billie Mae Shellem
Jane Summerville
Troy Lee Summey
Dannie Baker Vaughan
Ruth Grace Wagner
Carolyn Jean York

DOCTOR OF HUMANITIES

Mary Latimer Gambrell

Honors and Awards 1957-1958

College Marshals

Jane Walkup Kluttz, *Chief Marshal*
Harriett Yvonne Lipford
Nancy Lee Nash
Mary Eleanor Allred
Sara Louise Streater
Emilie Ann Anderson
Catherine Irene Barker
Jo Ann Overmyer

The Algernon Sydney Sullivan Medallions

Elizabeth Nelson Henderson
James Norman Pease

The Charlotte Panhellenic Scholarship Award

Julia Marilyn MacQueen

Sigma Mu Awards

Elizabeth Larned Sproul
Jane Walkup Kluttz

The Queens College Panhellenic Scholarship Cup

Alpha Delta Pi Sorority

The Kappa Delta Science Award

Linda Merle Williams

Journalistic Awards

Creative Writing Cup: Laura Sims Prince
The Jernigan Journalistic Award: Stella Dross

The Recreation Association Athletic Award

Roxana Elizabeth Mebane

Who's Who in American Universities and Colleges

Judith Ann Anderson
Catharine Blue Calhoun
Mary Lynn Gregg
Elizabeth Nelson Henderson
Roxana Elizabeth Mebane
Julia Long Rolston
Susan Herring Sharpe

Elected to Alpha Kappa Gamma

Betty Gray Anderson
Judith Ann Anderson
Nancy Ruth Browning
Catharine Blue Calhoun
Stella Dross
Nan Elizabeth Floyd
Mary Lynn Gregg
Elizabeth Nelson Henderson

Jane Walkup Kluttz
Margaret Ann Logan
Jean Dixon McLaurin
Roxana Elizabeth Mebane
Betty Goodykoontz Miree
Betty Williamson Neal
Delia Louise Neil
Laura Sims Prince
Mary Catherine Ramsey
Julia Long Rolston
Susan Herring Sharpe
Barbara Ann White

ELECTED TO SIGMA MU

Catharine Blue Calhoun
Mary Lynn Gregg
Betty Carol Harvey
Miriam Hinson
Jane Walkup Kluttz
Harriett Yvonne Lipford
Betty Goodykoontz Miree
Nancy Lee Nash
Laura Sims Prince
Mary Catherine Ramsey
Julia Long Rolston
Susan Herring Sharpe
Linda Merle Williams

ELECTED TO VALKYRIE

Jane Louise Agsten
Mary Eleanor Allred
Mary Lynn Brown
Flo Ellen Denny
Roberna Ann Leckie
Kathryn Hutchins Woods

ELECTED TO SIGMA UPSILON

Mary Eleanor Allred
Eleanor Daffin Bowie
Mary Anne Carmichael
Veronica Ching-Fong Chow
Stella Dross
Gloria Jeanne Griffith
Marilyn Hackett
Mary Sandra Hutchins
Sylvia Ann McKenzie
Sallie McLean McSwain
Roxana Elizabeth Mebane
Betty Goodykoontz Miree
Sharlene Elizabeth Morris
Laura Sims Prince
Alita Sue White
Barbara Ann White
Mary Brooks Yarborough

Summary of Enrollment

FIRST SEMESTER 1958-1959

Senior Class	75
Junior Class	98
Sophomore Class	108
Freshman Class	159
Special Students	27
Evening College	175
Total regular session	642
Summer Session 1958	165
Total Students Enrolled	807

GEOGRAPHICAL DISTRIBUTION

Alabama	5
Arkansas	1
Connecticut	1
Delaware	1
Florida	23
Georgia	27
Kentucky	1
Maryland	1
New Jersey	4
New York	1
North Carolina	256
Ohio	1
Pennsylvania	2
South Carolina	76
Tennessee	13
Virginia	33
West Virginia	16
Canada	1
France	1
Greece	1
Japan	2
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